



*Reference only.*

P.M.W.

Reg. No. 115829

Shelf No. Ia

9058



**For Reference**

**Not to be taken**

**from this library**





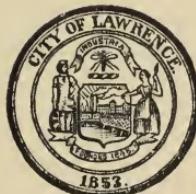




# SIXTY-SECOND ANNUAL REPORT

O F   T H E  
SCHOOL COMMITTEE  
O F   T H E  
CITY OF LAWRENCE

M A S S A C H U S E T T S



1908

AMERICAN-SUN PRINT.



115829

IVa.9058

# SCHOOL COMMITTEE FOR 1908

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. JOHN P. KANE, MAYOR,

*Chairman ex-officio*

HON. JOHN BREEN,

*Vice Chairman*

BERNARD M. SHERIDAN, Tel. 100,

*Secretary of the Board*

## MEMBERS.

		Term Exp.
Ward 1.	HUGO E. DICK, Tel. 1248, 129 Newbury Street.	1908
	HUGO BEIL, Tel. 289-11, 151 East Haverhill Street.	1908
Ward 2	WM. H. HANRAHAN, Tel. 263-4, 175 Haverhill Street.	1908
	MICHAEL F. SCANLON, 87 Avon Street.	1908
Ward 3.	JOHN BREEN, Tel. 1220, 369 Oak Street.	1910
	JOHN A. KENNEDY, Tel. 214, 293 Elm Street.	1910
Ward 4.	MAURICE J. MAHONEY, Tel. 268, 182 Hampshire Street.	1910
	J. J. McAVOY, M. D., Tel. 959, 57 Cross Street.	1910
Ward 5.	GEORGE S. J. HYDE, 620 Haverhill Street.	1909
	WILLIAM HENDRY, 17 Essex Avenue.	1909
Ward 6.	MICHAEL J. SULLIVAN, Tel. 2063, 183 Parker Street.	1909
	PHILIP A. McCARTHY, Tel. 246-4, 55 Osgood Street.	1909

## Standing Committees.

---

**ADVISORY AND AUDITING**—Messrs. Breen, Hyde and Sullivan.

**HIGH AND PRACTICE SCHOOLS**—Messrs. Breen, Hyde, Sullivan, Dick, McAvoy and Scanlon.

**GRAMMER SCHOOLS**—Messrs. Mahoney, Hendry, McCarthy, Kennedy, Beil and Hanrahan.

**PRIVATE SCHOOLS**—Messrs. Breen, Hendry, Kennedy, McAvoy, Beil and Hanrahan.

**EVENING SCHOOLS**—Messrs. Sullivan, Hendry, Kennedy, Dr. McAvoy, Beil and Hanrahan.

**TEXT BOOKS AND SUPPLIES**—Messrs. Hyde, Mahoney, Dick, McCarthy, Kennedy and Scanlon.

**JANITORS, SCHOOLHOUSES, SANITATION**—Messrs. McAvoy, McCarthy, Hyde, Kennedy, Beil and Scanlon.

**RULES**—Messrs. Scanlon, Sullivan, Dick and Mahoney.

**SALARIES**—Messrs. Hendry, Breen and McCarthy.

**SPECIAL SUBJECTS**—Messrs. Kennedy, Mahoney, Beil, Hanrahan, Hendry and Sullivan.

**SCHOOL FOR NON-ENGLISH-SPEAKING PUPILS**—McCarthy, Hyde, McAvoy, Breen and Hanrahan.

---

## Middle and Primary Schools.

**Prospect Street, John R. Rollins, Storrorow and Walton Schools**—  
Messrs. Dick and Beil.

**Amesbury Street, Hampshire Street and John K. Tarbox Schools**—Messrs. Hanrahan and Scanlon.

**Amesbury Street, Hampshire Street and John T. Tarbox Schools**—Messrs. Breen and Kennedy.

NOTE—At the regular meeting of the School Committee, held December 31, 1908, it was voted that the report submitted by the Superintendent be adopted as the report of the Committee, and that a suitable number of copies of the same be published for distribution.

# SUPERINTENDENT'S REPORT

---

*To the School Committee of Lawrence.*

GENTLEMEN:—The report for 1908, herewith submitted, is the sixty-second in the series of annual reports of this department, and the fifth of those prepared by me.

Following the pattern of the report for 1907 I present first for your consideration an epitome of facts relating to the growth of the department and its expenditures.

## SUMMARY.

### I. CENSUS.

State Census, 1905,	70,000
Special Census, 1907,	76,616
Children between 5 and 15	
Oct. 1907,	13,200
Children between 5 and 15	
Oct. 1908,	12,729
Decrease, 471.	

### II. BUILDINGS.

	1907.	1908	Increase.
Number of School Buildings,	31	31	0
Number of Class Rooms,	202	204	2

### III. TEACHERS.

	1907.	1908.	Increase.
In High School,	26	27	1
In Elementary Schools,	238	243	5
Special Teachers,	10	11	1
Total,	274	281	7
Evening School Teachers,	83	85	2

## IV. ATTENDANCE.

	1907.	1908.	Increase
Total Enrollment,	10,461	10,183	-278
Average Number Belonging,	8,129.31	8,064.81	-64.50
Average Attendance,	7,530.85	7,565.16	+34.76
Per cent. Attendance,	92.7	93.8	+ 1.1
High School Graduates,	89	97	+ 1.1
High School Graduates,	89	97	+ 8

## V. ATTENDANCE IN DECEMBER.

	1907.	1908.	Increase
Whole Number,	8,326	8,263	- 63
In High School,	621	712	+ 91
In Elementary Schools,	7,705	7,551	-154
In First Grade,	1,469	1,401	- 68
In Second Grade,	1,038	1,068	+ 30
In Third Grade,	1,074	962	-112
In Fourth Grade,	1,046	969	- 77
In Fifth Grade,	994	971	- 23
In Sixth Grade,	810	813	+ 3
In Seventh Grade,	668	730	+ 62
In Eighth Grade,	450	457	+ 7
Ungraded,	155	180	+ 25

## VI. EVENING SCHOOL ATTENDANCE.

	1907.	1908.	Increase.
High School—Regular,	226	342	116
High School—Preparatory,	172	311	139
Elementary Schools,	1,602	1,303	-299
Drawing School,	66	56	- 10

## FINANCIAL STATEMENT.

### RECEIPTS.

Appropriation, .....	\$241,000.00
From tuition and sale of books, type-writers, .....	366.56
Donation, Woman's Club, Travellers' Club and White Fund (Vacation Schools), .....	175.49
Overdraft, .....	34,704.51
	<hr/>
	\$276,246.56

### EXPENDITURES.

Salaries of Teachers, .....	\$208,305.01
Salaries of Janitors, .....	19,720.25
Salaries of Officers, .....	7,698.01
Text Books, .....	6,393.97
Supplies, .....	9,309.84
Light and Power, .....	2,859.17
Fuel, .....	15,065.08
Miscellaneous, .....	6,895.23
	<hr/>
	\$276,246.56

COMPARATIVE STATEMENT OF EXPENDITURES FOR 1907 AND 1908.

	1907.	1908.	Increase
Salaries of teachers, ....	\$188,305.99	\$208,305.00	\$19,999.02
Salaries of janitors, ....	18,758.05	19,720.25	962.20
Salaries of officers, .....	7,046.01	7,698.01	652.00
Text books, .....	5,371.88	6,393.97	1,022.09
Pupils', teachers' and janitors' supplies, .....	7,438.17	9,309.84	1,871.67
Light and power, .....	2,653.22	2,859.17	205.95
Fuel, .....	16,902.79	15,065.08	1,837.71*
Printing, .....	1,115.71	1,313.77	198.06
Rent, .....	1,200.00	1,380.00	180.00
Telephones, .....	281.95	461.92	179.97
Miscellaneous, .....	2,742.45	3,739.54	997.09
	<hr/>	<hr/>	<hr/>
	\$251,816.22	\$276,246.56	\$26,268.05

---

\*Decrease.

## MISCELLANEOUS.

	1907.	1908.	Increase
Per capita cost of instruction,	\$30.97	\$34.25	\$3.28
Valuation of city, \$54,246,294.00	\$56,473,458.00	\$2,227,164.00	
Expenditures for school build- ings:			
— Repairs, . . . .	19,288.57	23,942.79	4,654.18
— Interest and redemption of school bonds.,	37,600.00	36,524.00	1,076.00*
Number of dol- lars spent for maintenance of schools out of every \$1000 of valuation, . . .	4.64	4.89	.25
Number of dol- lars spent for all school pur- poses out of every \$1000 valuation, . . .	5.87	5.54	.33*

\*Decrease.

**Cost of the Schools.**—It cost the city this year for main-  
tenance alone the sum of \$276,246.56, exceeding the expenditure  
for 1907 by the sum of \$24,430.34. The average number of pu-  
pils belonging during the year was 8,064.81, a smaller number  
than the average membership of the previous year. The school-  
ing of each child in the day school average membership cost  
\$34.25, an increase of \$3.28 over the per capita cost in 1907, an  
increase of 10½ per cent. in one year.

Besides the cost of maintenance there was also expended for  
school purposes the sum of \$23,942.79 for repairs and improve-  
ment.

ments, under the direction of the Department of Public Property, and for interest and redemption of school bonds maturing this year the further sum of \$36,524. So that for all school purposes there was expended \$336,713.35, a sum representing \$5.54 out of ments, under the direction of the Department of Public Property, and for interest and redemption of school bonds maturing this year the further sum of \$36,524. So that for all school purposes there was expended \$336,713.35, a sum representing \$5.45 out of the tax levy of \$16.80 on every thousand dollars of valuation.

*Cost of Instruction*—Eighty-two percent, or more than four-fifths of the increase in this year's cost of maintenance is in the salary account. Only a relatively small part of the increase of \$19,999.02 was due to additional teachers, though it will be shown later that with a steadily falling membership in the schools some teachers were added to the force. The bulk of the increase is due to the operation of the new salary schedule adopted in 1907 and becoming effective on September first of that year, the full force of which has not been felt until the present year. A comparison of the monthly payrolls for the last three years shows the matter very clearly.

*TEACHERS' PAY ROLLS FOR THREE YEARS.*  
DAY SCHOOL.

	1906.	1907.	1908.
January, .....	\$16,206.75	\$16,441.00	\$19,352.24
February, .....	16,482.37	16,754.74	19,466.75
March, .....	16,510.99	16,817.00	19,444.01
April, .....	16,648.00	16,679.00	19,510.49
May, .....	16,496.50	16,824.49	19,426.00
June, .....	16,521.50	16,792.50	19,428.00
September, .....	16,464.00	19,029.75	19,518.00
October, .....	16,481.99	19,194.26	19,740.24
November, .....	16,521.00	19,172.00	19,964.13
December, .....	16,482.00	19,262.25	20,016.25
 Totals, .....	 \$164,815.10	 \$176,966.99	 \$195,866.11
Increase 1908 over 1907, 13 per cent.			

*TEACHERS' PAY ROLLS FOR THREE YEARS.*  
*EVENING SCHOOLS.*

	1906.	1907.	1908.
January, .....	\$1,940.00	\$2,009.50	\$2,663.50
February, .....	2,403.50	2,452.00	2,139.50
October, .....	1,829.00	1,566.50	2,486.50
November, .....	1,906.50	2,224.00	2,402.00
December, .....	1,326.50	2,192.00	2,134.50
 Totals, .....	 \$9,405.50	 \$10,444.00	 \$11,826.00

Increase in 1908 over 1907, 10 per cent.

In connection with the foregoing comparison of the pay-rolls, the following table is inserted to show at a glance the number of teachers receiving the several grades of salary, and to show how generally the teachers have been favored by the action of the new schedule. The figures for June 1909 are based on the number of teachers on the payroll now.

*SALARIES OF TEACHERS.*  
*COMPARATIVE TABLE.*

Salary.	Number Receiving—Month of June—			Salary.	Number Receiving		
	1907.	1908.	1909.		1907.	1908.	1909.
\$2800	I	I	I	\$1100	I	3	2
2000	2	3	4	1000	2	4	5
1900	I	I	0	950	0	0	I
1800	I	0	2	900	3	3	6
1700	0	2	2	850	I	I	2
1650	I	I	0	800	3	II	4
1600	2	I	I	760	0	3	3
1550	0	0	0	750	6	21	20
1500	2	I	I	700	5	79	84
1450	0	0	0	650	9	2	2
1400	2	I	2	600	3I	6I	63
1350	0	0	I	550	113	16	3I
1300	I	I	0	500	32	37	17
1250	0	0	0	450	38	6	13
1200	3	4	5	400	12	5	—

*Fuel and Care*—The increase in the salaries of janitors, amounting to a little less than a thousand dollars is due to the fact that the new schedule of janitors' salaries adopted in June of 1907 and effective in September of that year has for the first time been in operation a full year. There has been no increase of the force and no change in the compensation of any janitor.

The apparent decrease of \$1,837.71 in the cost of fuel over that of 1907 is accounted for by the fact, related in my last year's report, that last year the department paid for coal that ought to have been delivered and paid for the year before.

The following table gives some idea of the consumption of coal in the several school buildings, though a fairer exhibition would be the average consumption over a term of three or four years. The table is not meant to show the exact annual consumption, but a rough indication of the distribution of fuel among the schools. I think it not unlikely that a saving could be effected in this item, were there any satisfactory basis for the Department to work upon. As it is, it constitutes an item of expenditure in a large measure outside the control of the School Committee.

Name of School.	Tons of Coal Delivered.	No. of Rooms.	Average Coal Consumption per Room.
Amesbury, .....	60	4	15
Arlington, .....	81	8	10
Bruce, .....	103	12 A	8
Cross St., .....	53	4	13
Essex, .....	84	8 E	10
Franklin, .....	50	4	12
Hampshire St., ..	69	4	17
Harrington, .....	63	4	16
Hood, .....	219	16 A	14
Lowell St., .....	35	4	9
Newbury, .....	36	4	9
Oak St., .....	67	6	11
Oliver, Old High,			
Old High Annex,	245	30 E	8

Packard, .....	128	16 E	8
Park St., .....	101	8	12
Prospect St., ....	62	4	15
Riverside, .....	61	4	15
Rollins, .....	89	10 A	9
Saunders, .....	78	12	6
Storrow, .....	66	6	11
Tarbox, .....	98	10 A	10
Union St., .....	67	6	11
Walton, .....	66	4	16
Warren St., ....	49	4	12
Washington, ....	77	6	13
Wetherbee, .....	112	10 A	11
High, .....	262	25 A E	10

A—Assembly hall, teachers' rooms etc.

E—Evening School.

*Books and Supplies*—The noticeable increase in the cost of text-books and supplies this year is due to the fact that for the first time for many years text-books and supplies were purchased on the June requisitions in sufficient quantity to last a whole school year. So that the amount of money spent for these items in 1908 really includes the expense of a year and a half, the school year covered by the purchases not ending until July 1, 1909. The custom, adhered to until this year, of ordering books and supplies twice each year, once in June and once in January, began at the time when semi-annual promotions were made in the schools. Each January new classes were formed, and for this reason it probably did not seem expedient to order ahead for a whole school year. Although the plan of mid-year promotions was abandoned thirteen years ago, the custom of semi-annual purchase of books and supplies continued until the present year. This double ordering and distribution of books and supplies each year was attended with an unreasonable amount of trouble and expense, and was not without a tendency to extravagance. The February order was always especially large, since at that time the

year was young and the appropriation new, though as a matter of fact it was a most untimely season—in the middle of the school year—to stock up with new books.

There is included in this year's charges \$530 spent for the text-books in physiology and hygiene, by order of the Committee, and a further charge of \$860 for fourteen typewriting machines purchased for the High School. Both of these are, in a way, extraordinary items. With this in mind the increase of \$2,893.76 for text-books and supplies over the \$12,810.05 expended last year will be seen not to be a real increase at all, especially if it should prove that the orders of principals were sufficient to carry them through the present school room without any considerable supplementary orders, since as I have said before, the purchases represent a year-and-a-half's supply.

Since the adoption of the new system of department book-keeping in which a separate account is kept with each separate school for all items of expenditure, it has been the intention of the superintendent to compel the principals to share with him the responsibility of expenditure for books and supplies which formerly, in the absence of any such separated accounts, fell largely upon the shoulders of the superintendent. It is very important that in the business of public school education, involving so great an expenditure of money that principals, and teachers even, should not only consider the desirability of securing for their schools the best equipment that money will buy, but that they should consider as well how much money is available for the purpose, and how it may be invested to the very best advantage. Nor can the quality of teaching in any school be safely measured by the abundance of text-books and supplies which the school possesses. The superintendent has always tried to impress upon principals the truth of these things. And it can be truthfully said that they are meeting their responsibility in the matter in a reasonable, business-like way.

In order to get at a fair and uniform basis upon which to order books and supplies, the following per capita allowance has been suggested for principals to follow. A critical study of the

subject is going on in Boston and other cities, which may result in the establishment of a more just estimate, though of course there can never be a uniform rate of expenditure in all cities. It is as in everything else: we must cut our coat according to our cloth. It is generally safe to say, however, that the per capita expenditure in large and even rich cities is likely to be as low as, or even lower, than expenditure for similar equipment in smaller school systems. The allowance tentatively set here at present is as follows:

Primary Grades .....	Books	\$ .20			
	Supplies	.40	Total	\$ .60	
Intermediate Grades .....	Books	\$ .35			
	Supplies	.50	Total	\$ .85	
Grammar Grades .....	Books	\$ .75			
	Supplies	.65	Total	\$1.40	
High School .....	Books	\$1.50			
	Supplies	1.25	Total	\$2.75	

The above does not include janitors' supplies, nor laundry, nor material for manual training.

In another part of the report will be found the exact expenditure for books and supplies, in total and per capita, in all the different schools of the city. The following table gives the per capita cost, for all the schools together, for a period of seven years.

Year.	Av. No. of Pupils.	Expended for Text Books.	Cost per Pupil.	Expended for Supplies.	Cost per Pupil.	Cost of Both
1902	7,325	\$4,373.17	.60	\$8,023.85	\$1.09	\$1.69
1903	7,369	4,901.65	.67	5,637.36	.77	1.44
1904	7,523	4,567.97	.67	6,114.74	.76	1.43
1905	7,951	6,031.39	.75	6,512.76	.83	1.58
1906	8,075	6,180.62	.75	7,194.25	.90	1.65
1907	8,129	5,371.88	.66	7,438.17	.92	1.58
1908	8,065	6,293.97	.79	9,309.84	1.15	1.94

*Lighting and Power.*—The items show a small increase this year, but in no such proportion as the increase of last year over the year before. The increase represents the extra cost of maintaining for a whole year the same service that was in use but for a portion of 1907. The cost of power alone was nearly \$1000. There is a small refund coming to the department for lighting the rooms occupied by the Lawrence Independent Industrial School. Arrangements have been made for a separate meter service after Jan. 1, 1909, for the rooms in the basement of the old High school occupied by the Industrial School classes. The cost of light and power for the past six years was:

1903	1904	1905	1906	1907	1908
\$2,181.37	\$2,099.13	\$2,042.15	\$1,805.80	\$2,653.22	\$2,859.17

*Apportionment of Expenditure.*—The following table shows how the total expenditure during this year and last has been apportioned among the various items in the budget:

	1907	1908
Expended for teachers' salaries, . . . . .	75. per cent	75.47 per cent
Fuel and care, . . . . .	14.1 " "	12.54 " "
Books and supplies, . . . . .	5.8 " "	5.69 " "
Officers' salaries, . . . . .	2.8 " "	2.75 " "
Miscellaneous, . . . . .	3.11 " "	3.55 " "

*Cost of Each Child's Schooling.*—The cost of educating one child in the public schools for any year is, by universal custom, determined by dividing the whole cost of maintenance by the average number belonging during that year. Dividing \$276,246.56 by 8,064.81, the number in the average membership, the quotient, \$34.25, represents the cost of one child's schooling, or the per capita cost. This is a per capita increase of \$9.50 in the last ten years. This means that it is costing the city 38% more than ten years ago to send one child to school for a year.

The cause of the sudden rise in the per capita cost from \$30.97 last year to \$34.23 this year is due principally to the fact that the greatly increased cost of salaries, consequent upon the

new schedule, had no increase in the number of pupils to offset it, but on the contrary a decrease in the membership. It cost nearly \$20,000 more to teach 64 fewer pupils. Out of a per capita increase over last year of \$3.38, \$2.67, or 80%, is due to the high cost of teaching. The table shows the per capita cost for the several items for a term of seven years.

	1902	1903	1904	1905	1906	1907	1908
Teaching, . . .	\$20.29	\$21.00	\$21.39	\$20.29	\$21.64	\$23.16	\$25.83
Fuel and care,	3.10	5.33	4.37	3.97	3.62	4.39	4.31
Books, sup'lies	1.69	1.44	1.43	1.58	1.65	1.58	1.94
Light, power,	.25	.29	.26	.25	.22	.30	.35
Officers' sal'ies	.70	.70	.80	.77	.83	.87	.95
Miscellaneous	.40	.48	.49	.43	.40	.67	.85
Total, . . . . .	\$26.43	\$29.24	\$28.74	\$27.29	\$28.36	\$30.97	\$34.23

*Miscellaneous.*—Under this head are grouped the various other contingent expenses of the department. This year these sundry expenses amounted to \$6,895.23. The principal items were as follows:

Rent, St. Patrick's school, . . . . .	\$1,380.00
Dr. Bannon's salary, . . . . .	1,000.00
Printing, . . . . .	1,313.77
Superintendent's team, . . . . .	200.00
Telephones, . . . . .	461.92
School census, . . . . .	722.25
Graduation expense, . . . . .	594.32
Express, freight and cartage, . . . . .	344.19
Postage, . . . . .	92.09
Unclassified, . . . . .	786.69
	—
	\$6,895.23

**Is Our Cost of Instruction Excessive?**—Two years ago I made mention in this place of the small size of the classes in the schools of Lawrence, in comparison with the average in other cities, and adduced some rather interesting figures in proof

of the statement. I was at the time led to an examination of the matter through some comparisons I was making between the growth, during the decade preceding 1905, of school expenditure in Lawrence and that of the State at large. It had developed in that study that while Lawrence paid less than the average wage to her teachers, she was distributing a greater share of her school expenditure in teachers' salaries than was the case in the State as a whole. The inference from this was that Lawrence must have more teachers in proportion to her school membership than the average. Further investigation showed the inference to be true. The average number of pupils per teacher in the score of Massachusetts cities which responded to a request for information upon the subject was shown to be at that time (1906) a little more than thirty-nine. Ours was a little more than thirty-five. An examination of the December enrollment of that year (1906) showed that 127 classes out of 193 classes had less than forty pupils, and that only one room in five, taught by one teacher, had a membership of more than forty pupils. Twenty-six had thirty pupils or fewer. Commenting upon the situation I wrote as follows:

"The tendency in modern public school education is, of course, in the direction of smaller classes, and I should be the last to advocate their increase purely as an educational policy. It is a question, however, if Lawrence has not gone as far in this direction as it can afford for the present. It may not be improbable that the presence of a large waiting list of Lawrence girls has sometimes been an undue stimulus to the appointment of teachers, and so generously have assistants been assigned, that it is customary now when an enrollment passes forty, for teachers to display unmistakable symptoms of distress. Just now, when there is momentary scarcity of unassigned teachers might be a favorable time to discuss the matter fully, and fix certain limitations which might result in a considerable saving without affecting in any noticeable degree the efficiency of the teaching."

"One consideration more ought to be presented here, and in offering it I quote from the able report

published last year by a committee of the National Educational Association on the subject of 'Education as Related to Taxation':

"The best authorities confirm the opinion that not less than thirty-five nor more than forty-five should be assigned to one teacher. If the number of pupils to any teacher in any school system falls below the number of pupils on the average who can be effectively taught, the result will be to increase the number of teachers who participate in the distribution of the wage fund, and thus inevitably decrease the amount of the wage fund that each teacher will receive. It is believed, too, that the unnecessary increase in the number of teachers while operating to reduce teachers' salaries, also operates by a well-known law in the direction of decreasing the efficiency of the teaching body in such a system."

"I am not sure but that there is in this another explanation of the present low rate of teachers' wages in Lawrence. A not undue increase of the size of classes, if it were accompanied by a higher wage, would not, I believe, be viewed by the good teachers as an undesirable thing. It is teaching large classes on small salaries that tends to create in teachers' minds the idea of drudgery. Where the teaching is poor it makes very little difference to the progress of the pupils whether the number is larger or smaller."

Last year, under the heading, "Relation of High Cost of Instruction to Small Classes," I again called your attention to the relatively small size of classes in Lawrence, and to the further fact that the size of the classes seemed to be still further diminishing, adducing, in substantiation of this, the fact that the ratio of pupils to teachers had fallen from 35.2 in 1906 to 33.4 in 1907. It was further exhibited that at the time the report was written (Dec. 1907) 132 rooms had less than forty pupils, seventy of these had not more than thirty-five, and that the membership of thirty of these, again, did not rise above thirty, and in many cases was considerably below thirty. I stated that there was opportunity to economize in the cost of instruction and expressed my opinion that Lawrence could not afford to support such small classes.

The number belonging in the grades in December of last year was 7615; on the same date this year 7551, a decrease of sixty-year. This would indicate on the face of it, a still further for the year ending December 1908 was smaller by 64.5 than the average membership for the municipal year of 1907. Yet there were last week upon the pay-roll the names of 243 regular appointed teachers in the elementary schools (including principals), an increase of five over the number on the pay-roll the same time last year and an increase of seven over two years ago when we had 200 more children in the grades than this year. This would indicate on the fact of it, a still further decrease in the number of pupils per teacher in our schools during the past year. As a matter of fact, it has fallen to 32.4. The following table shows the conditions in the different schools:

	Number Belonging Dec. 11, 1908.	Number of Teachers.	Average per Teacher.
AMESBURY ST.....	216	8	27
ARLINGTON, .....	274	9*	30.5
BRUCE, .....	549	14*	39.2
CROSS ST. ....	160	5	32
ESSEX .....	292	9*	32.5
FRANKLIN, .....	145	5	29
HAMPSHIRE ST.,.....	143	5	28.6
HARRINGTON ST. ....	179	5	35.8
HOOD .....	365**	11**	33.2
LOWELL ST. ....	125	4	31.2
NEWBURY ST. ....	149	5	29.8
OAK ST. ....	287***	8****	32.4
OLIVER, .....	642	18*	39.2
PACKARD, .....	656	19*	34.5
PARK ST. ....	264	9	27.1
PROSPECT ST. ....	157	5	31.4
RIVERSIDE, .....	105	4	26.3
ROLLINS, .....	380	12*	31.7
SAUNDERS, .....	280	9*	31.1
STORROW, .....	307	10	30.7
TARBOX, .....	389	11*	35.4
UNION ST. ....	251	8	31.4
WALTON, .....	171	6	28.5
WARREN ST. ....	120	4	30.
WASHINGTON, .....	206	7	29.5
WETHERBEE, .....	370	15*	33.7

Average number of pupils per teacher, 32.4

\*Masters and supervising principals not counted.    \*\*Practice Department not included.    \*\*\*Special class not included.

In this discussion the fact has not been overlooked that overlarge classes have a tendency to bring down the ratio of pupils to teachers, as well as small classes. Thus, whenever an assistant is assigned to a class in which the membership has reached the number of forty-eight, the average number of pupils for the two teachers falls to twenty-four. There is no remedy for this kind of extravagance except the establishment of additional school rooms to take care of the surplus membership—a remedy not in the immediate control of the School Committee. But this cannot be, and is not, the principal cause of the existence of an average in Lawrence altogether lower than that in most of the cities of our class throughout the country. Overfilled classes, with assistant teachers, exist in many other cities probably to as great an extent as here, and tend there as here to bring down the ratio of pupils to teachers. Yet an examination of the following table, based upon fresh information from these cities, shows the average number of pupils per teacher in the great majority of cities to be much larger than ours:

#### AVERAGE NUMBER OF PUPILS PER TEACHER

##### Grammar and Primary Schools CITIES IN MASSACHUSETTS.

Boston, .....	46	Marlboro, .....	40
Somerville, .....	45.9	Lynn, .....	39.5
Fitchburg, .....	45	Lowell, .....	38.5
Quincy, .....	45	Gloucester, .....	38
Woburn, .....	44	Waltham, .....	36
Everett, .....	42.7	Newburyport, .....	36
Cambridge, .....	42.4	Holyoke, .....	35
Brockton, .....	42	Melrose, .....	35
Malden, .....	41.3	North Adams, .....	35
Medford, .....	41	Springfield, .....	34.2
New Bedford, .....	40.8	Haverhill, .....	33.6
Worcester, .....	40.2	Newton, .....	32.4
		Taunton, .....	32
Average of twenty-five cities, 39.3			
Lawrence, .....			32.4

## CITIES OUTSIDE OF MASSACHUSETTS.

Buffalo, N. Y.....	45	Kansas City, Mo.....	42
Hartford, Conn.....	45	St. Paul, Minn.....	40
Cleveland, O.....	45	Detroit, Mich.....	40
Milwaukee, Wis., .....	45	Pittsburg, Pa.....	40
Chicago, Ill.,.....	44.5	Newark, N. J.....	39
Providence, R. I.....	43.5	Indianapolis, Ind.,.....	38.5
Minneapolis, Minn.,.....	43.4	Patterson, N. J.....	38
Philadelphia, Pa.,.....	42.4	Utica, N. Y.....	36
New Haven, Conn., .....	42.3	Rochester, N. Y.....	35
New York, N. Y.....	42		

Average of the above nineteen cities, 41.4

Lawrence, ..... 32.4

The chief cause of the low average of pupils per teacher is to be found, not in over-filled rooms but in under-filled rooms. Sixty-seven of our teachers have less than thirty-five pupils apiece, and thirty of these have only thirty or fewer pupils. Only thirty-three rooms, taught by a single teacher have a membership higher than forty. The table below gives the exact situation with respect to the size of classes at the present time, in comparison with the past two years. As usual the high school has been omitted, and the ungraded classes in the Special school.

1906		1907		1908	
No. of Rooms.	No. of Pupils.	No. of Rooms.	No. of Pupils.	No. of Rooms.	No. of Pupils.
2	20	1	15	1	20
1	24	1	22	1	21
1	25	1	24	4	25
1	26	2	25	1	26
3	27	3	26	5	27
4	28	5	27	3	28
6	29	3	28	8	29
8	30	7	29	7	30
6	31	7	30	5	31
8	32	8	31	11	32

1906		1907		1908	
No. of Rooms.	No. of Pupils.	No. of Rooms.	No. of Pupils.	No. of Rooms.	No. of Pupils.
8	33	11	32	8	33
11	34	13	33	13	34
11	35	15	34	9	35
14	36	8	35	13	36
11	37	12	36	9	37
11	38	10	37	16	38
8	39	8	38	17	39
13	40	9	39	12	40
9	41	8	40	11	41
12	42	6	41	10	42
9	43	8	42	4	43
8	44	6	43	1	44
8	45	8	44	1	45
3	46	3	45	2	46
3	47	3	46	2	47
3	48	4	47	1	48
		1	48	1	49
2	50*	5	49*	4	50*
1	51	2	50	1	51*
1	52*			1	52*
1	53*	3	52*	3	53*
		5	53*	2	54*
1	55*	2	54*	1	58*
		1	56*		
		3	57*	1	60*
1	60*	2	59*		
2	61*	1	64*	1	61*
		1	67*		
1	65*	1	68*	1	63*
1	69*	1	70*	1	74*

\*Two teachers.

1906

26 rooms had 30 or less.

101 rooms had more than 30 and less than 41.

39 rooms, taught by one teacher, had more than 40 pupils.

1907

30 rooms have 30 or less.

102 rooms have more than 30 and less than 41.

41 rooms, taught by one teacher, have more than 40 pupils.

1908

30 rooms have 30 or less.

123 rooms have over 30 and less than 41.

33 rooms, taught by one teacher, have more than 40 pupils.

It is a very proper question it seems to me, to ask whether a city like ours can afford to maintain such a low average of pupils per teacher with due consideration to the claims of economy, and in full justice to the needs of the school system along other very important, but as yet undeveloped, lines. Raising the ratio of pupils to teachers to a point as high as the average in the twenty-six Massachusetts cities quoted in the foregoing table would, on the basis of our present membership, diminish our teaching force by forty teachers, at an annual saving of about \$20,000. Raising it to an average of thirty-five pupils per teacher would result in a decrease of fifteen teachers, at an annual saving of about \$7500. Raising the average even one more than at present would effect a saving of three teachers, or \$1500 annually.

There are local conditions here and there which have tended to perpetuate this low average of the pupils to a teacher, as in small buildings where every one of the rooms is too small by itself, but which in combination with another of the same grade would result in too large a class. This difficulty would be easier to overcome in a large school where there are more than two rooms of the same grade. There is no real reason, though, why even in the first instance there should not be an occasional

combination effected from which the saving of a room might result. There is no law, statutory or pedagogical, that forbids the teaching in the same room of pupils of two different grades. Indeed, the custom to do so appears to be universal in other Massachusetts cities. To quote from the few cities which publish the grade designation in their teachers' list there were last year ten such mixed classes in Haverhill, Everett, and Medford; eleven in New Bedford; eighteen in Somerville; nineteen in Malden; twenty-two in Lowell; forty-two in Fall River; and ninety in Worcester. In Boston there are such classes in every school district. Lawrence has not a single class of the kind.

I would not favor the idea of making any such plan general, but there is no reason, apart from consideration arising from the point of view of the teacher's comfort and convenience why such an arrangement should not occasionally be applied, wherever it is possible thereby to save the whole salary of a teacher.

I am quite sure that there could be traced a direct line of connection between the low average of pupils per teacher in Lawrence, (clearly lower than that in any Massachusetts city of its size and character) and the presence of a semi-annually renewed list of unassigned teachers, residents of Lawrence and graduates of our Practice School, eagerly hoping, if not diligently seeking, to secure an early appointment to the teaching staff. Any effort, therefore, to raise the average size of classes will receive no encouragement from these unassigned teachers or their friends. Nor is any great encouragement in this regard to be expected from the teaching body itself. It is natural for teachers to want small classes, though, as a matter of fact, the most capable ones make the least fuss over large classes. The less efficient ones are the ones that want small classes. Otherwise they say, they cannot do individual teaching. The argument in their case is a specious one. As a matter of fact there is no more real individual teaching going on today in a room of twenty-five pupils than in one of forty pupils. Individual teaching, as it is conceived by the best teachers nowadays, is characterized by the fact that every individual pupil in a class "is working himself, active-

ly, independently, intelligently, according to his ability and with a full sense of responsibility,—the consciousness that he, and he alone, must do the work before him; that he, and he alone, will get the credit and all the benefits arising from the work he does; that he, and he alone, will suffer the consequence of any failure or weakness on his part.” I must confess there is yet very little of this kind of individual work going on in our schoolrooms. Certainly there is no more of it where the classes are small than where they are comfortably filled.

I am not making this plea for enlarging the average size of our classes, in order to spend less money on our schools than we are spending now. I want to have more money spent. But I want it to be spent to the best advantage and along lines of greatest need. I should be glad to see no more than twenty-five pupils assigned to a teacher. But I want to see some other things first. I want to see classrooms enough provided so that classes crowded with fifty and sixty pupils may be entirely eliminated. I want to see all of our class rooms, and particularly those where our little children sit, better lighted, better ventilated, better kept; with better floors and brighter walls; with seats and desks that do not torture the growing body. I want to see in every grammar school a manual training room, fitted out with benches and tools and a corresponding room in which the older girls may be taught the science of housekeeping. I want to see some real attention paid to the health and physical development of our children, not merely by the more or less negative agencies of medical inspection and the removal of unhygienic conditions, but by real constructive work, through the agencies of regular physical training and games, with proper equipment and instruction. These are a few of the things that I want to see first. When they will have arrived, we can turn the channel of our resources in the direction of smaller classes, though for years to come we shall hardly be able to reduce the average much lower than it now is. But every unnecessary dollar that we spend for teaching postpones the arrival of the good things I have above enumerated. I have dwelt at considerable length upon this topic of the relation

of high cost of instruction to the size of classes because it is the one point at which the Department can economize with not only no appreciable loss to the child, but to his decided advantage, as I have just pointed out.

**The High School.**—The enrollment in the High School shows a steady yearly increase, as will be seen by the following table. This year there was a phenomenal registration in the freshman class. In June 400 boys and girls were graduated from the grammar schools, the high-water mark in the history of Lawrence. In September 307 pupils were enrolled in the first year class in the High School. The large majority of these were the graduates of our grammar schools in June.

It is interesting to note, in connection with the steady growth of the school, that for the past three years the number of boys in the school has been greater than the number of girls. This would not seem to indicate, what some over-zealous advocates of industrial education would have us believe, that our high schools as at present organized have lost their hold upon the boys.

*Table Showing Growth of the High School in Six Years.*

Year	Av. Memb.	Number in Entering Class.	Number of Graduates.	Number of Teachers.
1903.	563.299	273	93	23
1904.	571.314	254	84	23
1905.	555.741	267	105	23
1906.	570.372	226	75	23
1907.	580.478	257	89	26
1908.	645.410	307	97	27

*Statistics for the School Year Ending June, 1908.*

Number of teachers,....26	In first year,
Number enrolled,.....654	Sept. '07,.....259
Av. No. belonging,....607.19	June, '08.....215
Av. attendance,.....592.47	Percent. Loss,..... 16.98

In second year,	technical schools,.....	22
Sept., '07.....159	No. entering normal school	17
June, '08.....141	Enrollment, Dec. 1908,	
Percent. Loss..... 11.32	First year,	
In third year,	Boys, .....	144
Sept., '07.....124	Girls, .....	141
June, '08.....120	Second year,	
Percent. Loss..... 3.23	Boys, .....	93
In fourth year,	Girls, .....	84
Sept., '07.....102	Third year,	
June, '08..... 97	Boys, .....	68
Percent. Loss..... 4.90	Girls, .....	52
Post graduates, 1908,.. 11	Fourth year,	
No. of graduates, 1908,	Boys, .....	61
Boys, .....	Girls, .....	62
Girls, .....	Post Graduates,	
Total, .....	Boys, .....	7
Av. age of graduates, 1908,	Girls, .....	4
Boys, 18 years, 3 months.	Total,	
Girls, 18 years 6 months.	Boys, .....	373
No. entering college or	Girls, .....	343

For many years Lawrence was the only city in the Commonwealth with an eight years' instead of a nine years' elementary course preceding the High School. This accounts for the younger age of our graduates as compared with that of most other Massachusetts cities.

The elective course of study continues to demonstrate its value. In the Lawrence High School, the subject of English is required of every pupil throughout the entire course. All other subjects are elective.

The following table clearly shows that our high school pupils are not engaged in playing with "snap" courses. The "solid" subjects—those demanding the highest grade of mentality and the greater amount of time and effort—overwhelmingly dominate the work of the school.

*Number of Pupils Taking the Following Subjectss*

English, .....	746	Mechanical Drawing, ....	74
Algebra, .....	629	Physics, .....	66
Music, .....	549	Chemistry, .....	54
Latin, .....	507	Book-keeping, .....	48
History, .....	386	Commercial Arithmetic, ..	48
French, .....	325	Stenography and Type-	
Geometry, .....	258	writing, .....	47
Free-hand Drawing, ....	197	Greek, .....	33
German, .....	131	English Grammar, ....	31
Manual Training, ....	108	General Zoology, ....	25
Physiology and Hygiene, 102		Civil Government, ....	24
Physical Geography, ....	79	Botany, .....	22
Elocution, .....	75	Trigonometry, .....	12

The next following table is of interest to show the amount of work being done by the average pupil under the elective system. The table was compiled from data relating to the 24th day of December, 1908, bringing its value right up to the present time.

It will be noticed that the boys in all grades of the school carry a greater amount of work by hours than do the girls.

*Number of Recitation Periods per week, exclusive of Music, Drawing, and Rhetoricals.*

			No. taking			
			10 hours	15 hours	20 hours	25 hours
		per week.	per week.	per week.	per week.	per week.
1909	Boys	I	9	40	9	
	Girls	0	16	37	7	
1910	Boys	0	9	40	16	
	Girls	0	11	36	4	
1911	Boys	4	19	62	8	
	Girls	4	27	46	5	
1912	Boys	8	56	76	4	
	Girls	6	69	65	1	
Total	Boys .....	13	93	218	37	
"	Girls .....	10	123	184	17	
"	of both sexes, ..	23	216	402	54	

Av. No. of Rec. hours per week for each boy in school	18.6
Av. No. of Rec. hours per week for each girl in school	18.1
Av. No. of Rec. hours per week for each pupil in school	18.5

Even the boys who participate in athletics do their full share of school work and what is more to the point, maintain a most satisfactory scholarship standard. Of the eighteen boys on the 1908 foot-ball team who received their "L's," four carried 15 hours of work per week, twelve carried 20 hours, and two carried 25 hours per week, exclusive of music and drawing. Of these eighteen, six are preparing for college or the Institute. The average mark of these eighteen boys in all the work done by them from Sept. 9, to Dec. 24, 1908, was 76.5.

The beautiful library room in the new high school building still remains simply a library room. It needs an equipment of serviceable books before it can be properly termed a library. A beginning should be made by an appropriation of, perhaps, five hundred dollars for the purchase of such reference books in certain departments of work as will enable students in those departments to acquire that breadth of knowledge which can be obtained only by individual research work.

**Evening Schools**—The following summary presents the chief facts of attendance and expenditure for the term of evening schools, commencing Oct. 7, 1907, and ending Feb. 28, 1908.

#### ATTENDANCE.

Schools.	High	Drawing	Oliver	Essex	Packard	Total
Whole Number Enrolled, ..	708	56	1830	137	60	2791
Average Attendance, .....	352	40	1003	67	43	1505

## EXPENDITURES.

	High School	Drawing School	Oliver School	Essex School	Packard School	Totals
Salary of Supervisor,						\$ 300.00
Teachers' Salaries,	\$4452.00	\$337.00	\$4924.50	\$418.50	\$354.50	10,486.50
Janitors' Salaries,	262.50		365.50	43.50	43.50	715.00
Text Books,	281.38		71.52		2.52	355.92
Teachers' and Pupils' Supplies,	78.03		126.30	11.34	6.35	222.02
Janitors' Supplies and Gas and Elec- tric Fixtures,	16.60	95.69	108.79	1.10	7.15	229.33
Graduation Expense,	102.47					102.47
Incidentals,	37.51					37.51
	<hr/> \$5230.99	<hr/> \$432.69	<hr/> \$5596.61	<hr/> \$474.44	<hr/> \$414.02	<hr/> \$12,448.75

There is chargeable, also, to the cost of evening schools a sum approximately \$1500 for electric and gas lighting and a further sum in the neighborhood of \$600 for the extra fuel consumed by reason of the evening sessions in the four buildings. These sums are only estimates, as there is no exact way of determining the precise share of light and fuel used by the evening schools. But the estimated figures are well within bounds. The total cost of the evening schools, then, for the season of 1907-8 was about \$14,500 or \$9.63 per capita, based on the average attendance.

On Oct. 5th of the present year the evening schools reopened with a registration which surpassed the previous high record of last year. There was a phenomenal registration in both departments of the High School, the combined enrollment rising to 850 in October. The following summary of attendance for the last week in December shows the membership to be well sustained and the attendance regular.

	Average Membership.	Average Attendance.	Percent. Attendance.
High School,			
Regular, .....	342.33	290.63	85
Preparatory, .....	311.29	252.27	81
Total, .....	653.62	542.90	83.
Drawing School, .....	56.	39.	70.
Oliver School, .....	1171.	953.99	81.
Essex School, .....	59.	47.3	80.
Packard School, .....	73.	63.	84.

In the annexed report of the Supervisor you will find the work of the schools described in more detail. Mr. Mahoney has wrought a surprising change in the conduct and character of the whole evening school system. It was easy enough to foresee that such professional ability and personal diligence as he possesses, backed by a committee which saw what need the schools stood in, and possessed the courage necessary to reform them, would by slow but sure degrees lift them up to a respectable standard of efficiency. But I do not believe that any member of the committee, any more than the Superintendent, looked for any such accomplishment as has been already achieved in the space of a single year. Especially in such a school as the Oliver, where the illiterate problem is present in its most concentrated form, is the progress noticeable. It is not only noticeable, but striking. It is an altogether different school from the school as I knew it three or four years ago. It has the aspect of a real school with real pupils, real teachers and real work. These foreign speaking boys and girls are now classified, graded, and promoted with nearly as much care as is exercised in the day school. The teachers in their nightly work follow the lines laid down in a most complete and most suggestive course of study for evening schools, prepared during the past summer by the Supervisor.

The old cumbrous system of reporting to employers the non-attendance of illiterate minors, which was as ineffective in its results as it was wasteful of the teacher's time, has been replaced by a relatively simple but decidedly more effective method, much

appreciated by the mill authorities. These are but a few of the external signs of a much improved administration of evening schools. The trained visitor to the class rooms can see at a glance even more significant signs in the mutually helpful and hopeful attitude of pupils and teachers.

But it is to the progressive and courageous policy of the Committee on Evening Schools, more than to any other cause, that these schools owe the transforming of their ways from disorder to discipline and from listlessness to life. Progressive, because it was wise enough to see the folly of employing untrained and often uninterested persons to teach those who were to a high degree both untrained and uninterested. Courageous, because it does take courage to disturb traditions, and to hew to the line of duty in the face of certain criticism and protest from those who find their private interest or that of their friends endangered. To tolerate inefficient teachers is an easy and popular thing to do. To remove them requires real moral courage. There is always sure to come out of it the ill will and the condemnation of the persons displaced and their friends. Everybody agrees, as an abstract proposition, that inefficiency, wherever found, should be eliminated; but any attempt to enforce the theory in concrete instances brings down upon the heads of Committee and school officials the wrath of a considerable portion of the community. I never knew of a teacher who failed of re-election who was not, in his own judgment and that of his relatives and personal friends, a most excellent teacher and a victim of a designing, unscrupulous superintendent, or principal, or of the injustice or harshness of the School Committee. The Committee on Evening Schools will have need to use still more courage of this kind before it will have completed its work of bringing the standard of our evening schools up to the mark.

Mr. Bernard M. Sheridan,  
Superintendent of Schools.

I respectfully submit my second annual report on the Evening Schools. I feel that during the twelve months just passed these schools have made a marked progress along the right lines. They are better organized, the program of study has been and is being broadened and systematized, and the general personnel of the teaching force has been improved. I shall touch upon these points in the order set down.

## *I. Organization.*

a. Grading and Classification. In the past, considerable time has been lost at the beginning of each school year, in the attempt to grade and classify the fifteen hundred odd illiterates who attend annually the Oliver Evening School. These people are of all nationalities, and of all grades of ability. Some have been to evening school before, others have not. Some are literate in their own language, others not. Some are ambitious to advance, others come because the law requires it. At the close of the school year last February, teachers were asked to grade the scholars in their rooms with reference to the ground they had covered and their general capacity for learning. We made three grades: (1) Those totally illiterate or only slightly advanced, (red-card pupils). (2.) Those who had made considerable progress in reading and writing (yellow-card pupils). (3) White-card pupils or the literates. It was planned that on the first night of the term in October these pupils would be grouped into rooms together on the basis of nationality, subject to the above classification. Many re-adjustments had to be made, of course, owing to the influx of new pupils and the dropping out of many of those who had attended last year. But the difficulties were quickly straightened out with the aid of a few interpreters, and in almost every room the classes were settled down to the regular work of teaching on the second night of the term. The grading even now is subject to improvement, but it is a great deal better than what has been obtained heretofore, and its advantages have become very apparent during the three months that the schools have been in session this year. The teachers can work to better advantage because they can do more effective class instruction. The pupils are more interested, because there is less cause for the dullards to lag behind, or the more capable to mark time. The grouping of the literate pupils together was particularly fortunate. We have one room of this class this season in the High School building. They are very ambitious and profess a desire to enter the Preparatory department of the Evening High school next year. This ambition is being encouraged, wherever manifested. In my opinion it is one of the most hopeful signs of the good done by the Evening Schools.

b. Relations With the Mills. According to the statutes of Massachusetts all working illiterate minors between the ages of 16 and 21 must attend evening schools during the time they are in session. Employers are forbidden under the penalty of fifty dollars fine to give work to minors not thus attending. Under the provisions of this law the evening schools are required to furnish employers weekly with reports on the attendance of their illiterate employees.

The Oliver evening school has enrolled about 1300 pupils whose attendance we are thus obliged to report. As other cities, we have found it very difficult in the past to hit upon any system that would work so accurately as to enable us to hold the mills responsible for infringements of the law and at the same time be so simple as not to take from the teacher time that ought to be devoted to teaching. Last year we employed the card system, as most cities do now. This made it necessary for the school authorities to handle 1300 cards weekly, and distribute them among the mills. The system was both cumbersome and inaccurate. We never could tell if the mills discharged non-attending minors as required by law, and we had no means of knowing when these minors changed employment from mill to mill, as they very often do during the course of an evening school season. Considerable confusion resulted. The mills were loathe to discharge the employees who did not attend because they felt that our system was not accurate, and we hesitated to insist on this discharge owing to the same reason. This year a system has been devised that so far

has worked remarkably well. The teachers instead of marking or punching cards for all of their pupils weekly—an operation that took a good deal of time,—are instructed to report only their absentees. These reports are sent to the mills on a special blank form, and they report back on the same form, the disposition made of each case, or note down any explanations that would tend to excuse the absentee. We have found the mill authorities very co-operative, in a great many cases discharging employees who have failed to live up to the requirements of the law. The effect is shown in the high percentage of attendance shown by the illiterate rooms this year. During the twelve weeks of the evening school season just passed, the Oliver evening school reports a percentage of attendance of 84.09, a rather remarkable showing as evening school attendance goes.

## 2. *The Course of Study.*

For a long time past, it was been pretty generally assumed that anyone can teach an illiterate foreigner, that any material is suitable, and that no particular methodology of course of study is necessary. This is all wrong. As a matter of fact the of imparting of English to these non-English speaking attendants at our evening schools calls for the skill and ingenuity of our best teachers, and no haphazard method of instruction will do the work right. We have begun this year an intelligent and systematic effort to frame a course of study for the teaching of illiterates. During the summer vacation your supervisor got out in pamphlet form a syllabus of instruction. It was intended as tentative merely, and aimed to lay down the lines along which the material for a course of study should be developed by the teachers. A good many suggestions were given with the idea of making the work seem more vital and interesting to the pupil, and sample lessons set down illustrating different phases of the work itself. At the beginning of the year the teachers were asked to plan out conservative lessons, themes, etc., embodying the ideas of the syllabus. This is now being done, and the lessons are being saved in note-book form. The result of this at the end of the season will be that we shall have on hand a mass of material contributed by over 60 teachers that can be made the nucleus for a systematic course of study next year.

I feel that the teachers have done a great deal this year in the illiterate schools toward making the pupils realize that they are coming to school, not because they are obliged to, but because they wish to, because they are anxious to take advantage of the great opportunity for advancement offered by the country of their adoption through the medium of the evening school. It is an inspiring thing to hear a class of Italians singing "America," as only Italians can. It is an indication of a more wholesome spirit on the part of these people who are driven to school, when one notices the very lively interest displayed by them on occasions when some little program of entertainment for their benefit is arranged. This year at Christmas time several of the teachers gave their classes a chance to make baskets, calendars, etc., for gift purposes, just as is done in the day schools. The work was done well. All these things are worth while. We have enrolled in the non-English speaking classes of our evening schools today Italians, Syrians, French, Germans, Poles, Lithuanians, Armenians, Greeks, and Hebrews.

It is the business of the evening schools to acquaint these people with the customs of their adopted country, to assist in adjusting themselves to their new conditions, to instruct them in the duties and privileges of American citizenship. We can't realize this aim while we are dealing with people who come only perforce to school. We can indeed, secure the attendance of the illiterate minor pretty well by instituting an accurate system of reporting to the mills. This we have done. But this is only negative. The better way, the positive way,

is to secure this attendance by making the work so vital, so appealing to the minor, that he will come of his own accord. Given good teachers and a definite course of study and this ideal can, I think, be approximated.

Several new subjects have been added to the program of study offered by the Evening High school. The commercial course opened last year proved so popular as to necessitate the election of an additional teacher in October. The course in Penmanship and Card-Printing with Supervisor Hoff was elected by over 100 pupils. We have a class in Elocution and Debating, and one in Physiology and Hygiene, both offered for the first time this year and both flourishing.

In the Packard school a class in Sewing was begun this year. I think this work might be started in the Essex another season. Incidentally, just how to develop these two schools is a perplexing problem. They are well managed and well taught, but are working at a disadvantage owing to the fact that pupils preparing for the High school proper, prefer attending the Preparatory classes at that building, to enrolling in the corresponding classes at the smaller schools. Either one of two things, or both, should be done, if the Essex and the Packard are to be administered economically:— (1.) Convert these two schools into industrial centres for the communities in which they are situated. (2.) Establish a boundary line compelling preparatory classes to enroll in their own school district. Judging from the way the High school proper has grown within the past two years, it seems very likely that we shall be obliged to resort to this latter alternative soon.

### 3. *The Teaching Force.*

Last year the city of Lawrence employed 83 teachers in the evening schools. The payroll amounted to \$11,826.00. For this sum of money the city ought to receive a commensurate return. The time has gone by when anyone can teach in an evening school. This branch of our school system ought to be run most distinctively in the interests not of the teacher, but of the pupil. The boy who works in the mill by day until six o'clock, snatches a hasty supper, and reports at the evening school night after night at seven, has a right to demand that we furnish him instruction of such quality as will repay him for the sacrifice he makes. The good teacher earns double the money she receives in evening school work. The poor teacher it is an injustice to employ.

The instruction of the illiterate foreigner is just now our greatest problem, for the teacher who attempts to do this work is traveling over unbeaten paths in a country where the guide posts are few. She will make mistakes. That does not matter. But it does matter that she has the intelligence to recognize and profit by her mistakes, and the desire to experiment continuously until she has found her class and they have found her. There has been this year, I am glad to say, a distinct uplift in the general spirit and tone of the instruction in our illiterate classes. This is evidenced on all sides by the earnestness with which the teachers attack their work, by the attendant increased interest on the part of the pupils, by that subtle something indescribable but always recognizable, which for want of a better name is called a "wholesome school-room atmosphere." This is as it should be, for this way progress lies.

The Evening High has always been the particular bright spot in our evening school system. This year it is a distinct inspiration to visitors. The school has grown remarkably within a year as the following figures will show:

Ave. No. belonging for week ending Dec. 18, 1908 .....	653
Ave. No. belonging for week ending Dec. 19, 1907.....	391
Percent. in attendance for week ending Dec. 18, 1908.....	83+
Percent. in attendance for week ending Dec. 19, 1907.....	75+

Such an increase, coming as it does in a year when the industrial school first opens its doors, means a good deal. And it means a good deal, too, that of the forty-six pupils who graduated last February, twenty-seven returned this year to take up a post-graduate course. The principal and faculty of the Evening High school are deserving of great credit for their conscientious efforts to make this institution one most decidedly worth while to the ambitious, self-sacrificing pupils for whom the education there received spells advancement and success.

#### 4. Recommendations.

In conclusion I make the following recommendations: (1) That the Evening School Committee consider the advisability of making either the Packard or the Essex school an Industrial centre next year. (2) That the committee gradually make such boundary lines as will compel pupils preparing for the Evening High School to attend the school in their own respective districts. (3) That experimentally we offer a course in Civil Service Preparation as an adjunct to the High school program of study. (4) That some means be devised to do away with the necessity of enrolling so many classes in the Old High School building, where teaching conditions are so poor.

Respectfully submitted,

JOHN J. MAHONEY, Supervisor.

**Vacation Schools.**—The enrollment and expenditure in the five vacation school centres during the summer of 1908 are here summarized.

The regularity of attendance, the interest and happiness of the children, the diligence, ingenuity, and enthusiasm of the teachers, and the excellence of the management were all such as we have been from the first accustomed to look for in these schools.

Groups,	Oak St. En- roll.	Essex. Av. Att.	Packard. En- roll.	Walton. Av. Att.	Franklin. Av. Att.
<b>First Group (Children under 7) ..</b>					
84	78.4	35	31.5	66	59.9
<b>Second Group (Children be- tween 7 and 10)</b>					
92	88.3	43	35.8	101	91.
<b>Third Group, (Girls over 10)</b>					
117	110.1	42	36.8	66	54.7
<b>Fourth Group, (Boys over 10)</b>					
92	89.1	50	41.5	58	50.6
<b>Totals, .....</b>					
385	365.9	170	145.6	291	256.2
				92	86.2
				104	96.6

*Expenditure.*

For salaries of teachers, .....	\$586.00
For salaries of janitors, .....	91.00
For supplies and equipment, .....	277.61 \$954.61

## Cr.

By contribution of White Fund Trustees, (whole maintenance of Franklin and Walton schools.) .....	\$165.49
By contribution of the Woman's club, .....	10.00 \$175.49
Net cost to city, .....	\$779.12

*Comparative Expenditure for Vacation Schools for Four Years.*

	1905	1906	1907	1908
Av. attendance, .....	327	703	796	950
Total expenditure, .....	\$433.35	\$717.74	\$727.93	\$954.61
Net cost to city, .....	433.35	436.34	484.64	779.12
Per Cap. on total expenditure based on av. attend,	1.33	1.02	.92	1.05
Per Cap. on net cost to city based on av. attend, ....	1.02	.62	.61	.82

**Medical Inspection and Physical Training**—The conflict between the school physician appointed by the School Committee and the corps of medical inspectors appointed by the Board of Health, mention of which was made in my last year's report, was terminated early in the new year by the voluntary withdrawal of Dr. John H. Bannon, the School Board appointee, who for a year and a half had discharged the duties of his office with great fidelity and success.

Since that time, the inspection has continued under the direction of the Board of Health with the following staff of visitors:

First District—Dr. Joseph F. Howard: Gilbert E. Hood, John K. Tarbox, John R. Rollins, Oliver, Oak St., Newbury St., Storrow, Walton, Harrington.

Second district—Dr. John J. O'Sullivan: Packard, Saunders, Wetherbee, Union and High.

Third district—Dr. Alphonse H. Petif: Franklin, Washington, Arlington.

Fourth district—Dr. Forrest Burnham: Bruce, Park, Essex, Amesbury, Hampshire, Lowell, Warren, Riverside.

Specialist—Dr. John C. Bowker: eye, ear, and throat.

The second annual inspection of the sight and hearing of pupils was made prior to April 1, 1908. The returns of principals show that 8712 pupils were examined; that of these 1606 pupils, or 18 1-2 per cent of all had sight below the normal, and that 466 pupils, or 5 per cent of all had some defect of hearing.

Notices of such defects were sent to parents, in compliance with the law.

Although these tests were made with all possible care, and at a very considerable expense of time, it is not pretended that the findings are accurate in every instance. Such accuracy is not necessary to the purpose, which is primarily to discover defects, and not to make a diagnosis of the kind or the degree of the defect. There is no doubt that if the examination were made by specialists that the results would be much more accurate, but defects which are marked enough to need treatment are not likely to escape the notice of the teacher examiner. Besides, if the examination were made by physicians or oculists, instead of by the teachers, there would be lost to the latter the opportunity of pursuing a most valuable line of child study. The teacher who discovers that one of her most backward, and perhaps one of her most troublesome, boys is incapable of seeing or hearing half that goes on in the school room, will never be quite the same after her discovery. The teachers' examination reveals all the cases serious enough to need medical treatment, and it reveals, at the same time, knowledge of inestimable worth to herself as a teacher. For this reason it is a good thing, I believe, for each teacher

to examine the sight and hearing of her own pupils. Instead of taking this responsibility and this opportunity away from their teachers, principals can serve the cause more effectively by taking for his share of the work the following up, in a kindly and judicious way, the notices which are sent to the parents, in order that in as many cases as possible proper treatment is sought for the correction of the defects. It is at this point that the system breaks down at present.

*Physical Training.*—The first step toward what is hoped will develop before long into a movement for the institution of a broad and sound system of physical training in the schools, has been made this year by the introduction into the grades of regular instruction in the theory and practice of personal hygiene, and the adoption of a simple system of daily gymnastics.

The kind of physiology that was taught in the schools twenty-five or thirty years ago, "the good old days" that our critics tell about, is pretty well illustrated by a set of papers in that subject which were contributed by the pupils of the Oliver grammar school as part of the educational exhibit of Lawrence at the Centennial Exposition at Philadelphia in 1876, and which are now among the treasures in the department archives. The topics set for them to write upon were as follows:

1. Briefly explain the digestion.
2. Name the kind of teeth and tell the use of each.
3. Of what use are the arteries and veins.
4. Name the five senses.
5. Tell all you can about the eye.
6. Describe the ear.

In spite of the fact that these papers were, like all papers prepared for public exhibition, most carefully drilled upon in advance, one carries away from the reading of the children's answers a new sense of the significance of the scriptural words that "we are fearfully and wonderfully made." Naming the senses and the three kinds of teeth were easy feats for the memory, at that time the well trained and hard worked servant in

the house. Nor was the broad distinction between the arteries and the veins too subtle for their grasp. But when it came to the simple proposition of "briefly describing the digestion" and of "telling all you can about the eye" and of describing the somewhat delicate mechanism of the ear, it is then that we find these children at their best—real children, refusing to be impressed by their teachers' most diligent drilling upon subjects beyond either their comprehension or imagination. Here are some of the answers:

"Digestion is when it goes into the stomach it soaked and there is little mouths that suck up the blood."

"Digestion is when we eat our food we swallow it and it goes down into a place where it is well soaked."

"Digestion is to digest the food that we eat."

"We have two eyes and they are situated under the forehead, It consists of the curtain in the front part of the eye and the window and the white of the eye."

"When you strike a bell the sound comes to our ear it strikes as drum head then it shakes a chain of bones then it strikes another drumhead."

"The eye is a little round ball not very big."

"The eye is guided by the sight."

"The vibration of the air goes to the drum of the ear and shakes it and this is shaken by a chain of bones in the ear."

"The way we hear is when a body speaks it hits a drum and strikes a chain of bones."

"The sound goes in and it is by the sound that we hear."

It would be the most natural thing in the world for the teacher who read these ingenuous productions of her pupils, to decide that her precious time was wasted in teaching such matters to children and to give it up as a bad job. That is what most teachers actually did, although statutory requirements still made it necessary for them to have a period for the subject written

down on the weekly program sheet. So for years teaching of the subject was practically abandoned.

The modern texts treat the subject from an entirely different standpoint. They take as the purpose of physiological instruction the establishment of good hygienic habits in the individual. Since, therefore, their primary object is the inculcation of an intelligent care of the body, matters of hygiene hold the first place, though there is in them enough of physiology to make these understood. The following list, in parallel columns, of topics from two of the old text-books and from the ones introduced this year will show, in perhaps as striking a way as any, the immense superiority of the latter. Only a partial list of the chapters in the new books is given:

#### THE OLD BOOK.

(Elementary.)

1. Definition.
2. The Bones and Joints.
3. The Muscles.
4. The Blood.
5. The Circulation
6. Food.
7. Digestion.
8. Respiration.
9. The Nervous System.
10. The Skin.

#### THE OLD BOOK.

(More Advanced.)

1. Definition.
2. The Bones and Joints.
3. The Muscles.
4. The Blood.

#### THE NEW BOOK.

(Elementary.)

1. Breathing and Pure Air.
2. Tobacco and Pure Air.
3. Ventilation—Drafts.
4. Dust and Cleanliness.
5. Rules about Sleeping.
6. Dangers to the Eyesight.
7. The Way to Treat the Finger Nails.
8. Caring for the Hair.
9. The Health of the Skin.
10. The Teeth.
11. Eating.
12. The Exercise we Need.

#### THE NEW BOOK.

(More Advanced.)

1. Growth of Cities. Reforms.
2. Results of overcrowding.
3. Clean streets.

- |                        |   |
|------------------------|---|
| 5. The Circulation.    | 4. Garbage, Ashes and Rubbish.          |
| 6. Food.               | 5. Parks, Playgrounds and Public Baths. |
| 7. Digestion.          | 6. Water Supply.                        |
| 8. Respiration.        | 7. Food Inspection.                     |
| 9. The Nervous System. | 8. Epidemics.                           |
| 10. The Skin.          | 9. Tuberculosis.                        |
|                        | 10. The War Against Tuberculosis.       |

Three different books were selected to meet the needs and capacities of the different ages of pupils. All of them contain effective instruction upon the subject of alcohol and narcotics, in accordance to the law. In doing this, the authors take particular pains to emphasize the constructive phases of the subject, and avoid elaboration of pathology or to depict pathological conditions. They also provide instruction upon the subject of tuberculosis and its prevention, which a state law of 1908 requires to be taught in all public schools as a regular branch of study in connection with the subject of physiology and hygiene.

The system of daily gymnastic exercises, now required to be given daily in all grades above the third, and optional in the lower grades, is designed primarily to counteract the effect of long sitting at a school desk. It is the "Two Minute Exercise" devised by Dr. Gulick, and used in all the public schools of New York City. In this exercise there is emphasis upon forced deep breathing, with its effect upon portal circulation through the influence of the alternate contraction and relaxation of the diaphragm. Vigorous work is given to the extensors of the spine. This is to counteract the constant stretching that occurs in bending the back forward. This exercise also calls into play the large muscles surrounding the shoulder and the hip joints, as well as the extensors of the legs. Thus the large muscle masses of the body are exercised, the circulation is thereby quickened, and the consumption of oxygen is increased.

All this, as I suggested at the beginning of the chapter, is but the first step toward a recognition, too long ignored, of the claims upon the school of the physical training of our boys and girls. These claims must, before long, be met by provision for formal, progressive physical training for pupils of both sexes from the beginning to the end of their school years. "On all sides", writes Dr. Harrington, Director of Physical Training in the Boston Schools, "in every country, among all classes of people, there are evidences of an awakening to the great truth that the preservation of health and the cultivation of the physical faculties form the foundation of education. The connection between the body and the mind and their reciprocal dependency is being better understood. The relationship which the muscular system bears to the nervous system, and especially to the capacity of the brain, is now recognized generally as the firm basis of all intellectual attainments. The true value of bodily endurance as an asset in meeting the demands of modern life is becoming more evident daily. The state and the nation are concerned in correcting the physical deterioration of the individual resulting from changed habits of living, improper diet, increased nerve tension, and mental over-pressure which the increase of population and the unprecedented industrial developments have brought."

Nor can we stop at physical training within the schoolroom or in the school gymnasium. There is the great problem of supervised play and athletic games out of the school hours the whole year round. The acceptance of the Playground Act of 1908 by every city in the State, but one, which came under the provision of the Act, points to a new responsibility and a new opportunity for School Committees. It is not too soon for us to begin a careful and critical investigation of the whole subject of physical education so as to be prepared to meet intelligently and with some clearness as to the ways and means, the demands which the near future is sure to make upon the schools in this direction.

**The School Plant**—The business of the schools is conducted in thirty-one buildings, a brief description of which is given in the following table:

Name,	Description.	Class Room.	Heating System.	Valuation.	Built.	Years in Use.	Enlarge- ments & Alter'n's
Amesbury,	Brick	4	Steam	\$24,174.00	1882	27	—
Arlington,	"	8	"	25,796.00	1890	19	1896
Bruce,	"	*14	"	100,411.00	1902	7	1908
Cross,	"	4	"	7,000.00	1852	57	1869
Essex,	"	8	"	26,179.00	1890	19	1896
Franklin,	Wooden,	4	"	13,078.00	1854	51	1875
Hampshire,	"	4	"	7,797.00	1854	55	1881
Harrington,	Brick	4	"	12,734.00	1874	35	—
G. E. Hood,	"	*16	F.	"	148,000.00	1905	4
Lowell,	Wooden,	4	"	8,500.00	1861	48	1878
Newbury,	Brick	4	"	10,400.00	1850	55	1885
Oak,	"	6	"	22,006.00	1871	38	1873
Oliver,	"	16	"	53,405.00	1848	61	1853-1867
Packard,	Brick	10	"	25,700.00	1896	23	—
Pack'd An'x	Wooden	4	"	7,536.00	1896	13	—
Park,	"	4	"	13,300.00	1880	18	—
Prospect,	"	4	"	6,911.00	1856	53	1878
Riverside,	"	4	"	7,000.00	1875	34	—
Rollins,	Brick	*10	F.	"	65,170.00	1893	16
Saunders,	Wooden	8	"	13,981.00	1860	39	1873
Saunders An'x	"	4	"	6,519.00	1896	13	—
Storrow,	"	6	"	18,000.00	1884	21	1903
Tarbox,	*Brick	10	F.	"	57,307.00	1895	14
Union,	Wooden	6	Furnace	11,336.00	1876	33	1882
Walton,	Brick	4	Steam	12,268.00	1880	29	—
Warren,	Wooden	4	"	8,200.00	1869	40	1904
Washington,	Brick	6	"	18,300.00	1876	33	—
Wetherbee,	"	*10	F.	"	95,067.00	1897	12
Old High,	"	7	"	64,794.00	1860	49	1906
High,	"	*25	F.	"	244,357.00	1901	8

\* Assembly Hall and Teachers' Room.  
F Fan System.

*Accommodations*—The following table shows the extent to which the seating capacity of our present buildings is taxed by our present membership.

	Whole number of seats.	Average capacity of rooms.	Number belonging Dec. 1908.	Seats. unoccupied.
Amesbury St. ....	238	56	220	18
Arlington .....	353	44	260	93
Bruce .....	641	48	545	96
Cross St. ....	177	45	161	16
Essex .....	366	45	297	69
Franklin .....	206	50	144	62
Hampshire .....	178	45	149	29
Harrington .....	244	56	182	62
Hood .....	754	48	583	71
Lowell St. ....	211	52	124	87
Newbury St. ....	174	44	153	21
Oak St. ....	353	50	282	71
Oliver .....	724	42	643	81
Packard .....	846	48	667	79
Park St. ....	362	45	270	92
Prospect St. ....	216	50	156	60
Riverside .....	174	43	107	67
Rollins .....	484	48	380	104
Saunders .....	409	35	274	50
Storrow .....	363	58	305	56
Tarbox .....	461	48	377	84
Union St. ....	368	60	246	122
Walton .....	194	48	173	21
Warren St. ....	192	48	122	70
Washington .....	258	43	107	51
Wetherbee .....	457	48	371	86
High .....	793	48	721	71
Special .....	183	30	147	36
	10379		8266	1825

The number of seats unoccupied at the present time represents, in the case of many of the schools considerably more than the number which could be properly accommodated. For instance, schools like the Amesbury, Walton, and Storrow have already more pupils than they ought to have, although all of

them may have some unoccupied seats. In some buildings the large number of seats which were required some years ago, during a term of overcrowdedness, still remain in place, although the number of pupils has since fallen off decidedly. While therefore the total of 1825 unoccupied seats would seem to indicate ample provisions for some years to come, it is to be remembered that many of these seats ought not to be in the schools at all, and that the only way unoccupied seats can be used in taking care of future growth in attendance is to have them where they are needed. If school conditions in Ward Two are crowded, the fact that there are empty seats in Ward Five brings no relief. All in all, though, with the exception of one or two localities, there is plenty of room and room to spare in our schools. It will be recalled that in discussion of the average number of pupils per teacher it was shown that there has been a steady decrease since 1906 of the number of pupils in the grades. The decline dated from the time that the age of entrance was raised from five years to five and one-half years, although this was partly compensated by the law requiring illiterates under the age of sixteen to attend day school. The incoming of the latter, however, did not affect the enrollment in the separate primary schools, since the illiterates were taken care of in a single building. Following this came the business depression of fifteen months ago, which still further reduced the school membership, and still keeps it less than it was two years ago, despite an extraordinary increase in the High school registration this year. By another year it is almost certain that the tide will have turned, and there will be fewer empty seats in the schoolrooms.

The construction of the Ward Six schoolhouse, which for these reasons combined with others wholly different, has never been begun, can not go forward too quickly if the returning tide of business and population do not find us unprepared to take proper care of the pupils in Ward Six. The School Committee is now renting rooms in the St. Patrick's parish school to take care of the overflow from the Packard building. These rented

quarters will not after next year be available for us. One hundred and fifty other Packard school pupils are housed in an annex building which was condemned as unfit for children years ago. If ground for the new building were to be broken in the spring of 1909, the school would not be ready for occupancy before September 1910. In my judgment it will be very badly needed at that time. The committee should move together to get this building under way.

*The Condition of Our Old Buildings*—It will be seen from the description of our school buildings, printed at the beginning of this chapter, that seventeen out of the thirty-one have been in use for more than twenty-five years. In most of these there have been no permanent alterations or repairs, either in buildings or furniture, for the length of time. Thus, there is no record of any such repairs or alterations of that character in the Amesbury St., Hampshire St., Newbury St., or Walton schools for a period of twenty-five years, in the Franklin, Harrington, Lowell St., Prospect St., and Riverside schools for over thirty years, and in the Cross and Oliver schools for over forty years. All of the buildings named, as well as some others not specified, are, and have been for years, in sore need of a general renovation. They need new floors, new plaster, new blackboards, new furniture. Most of them are miserably lighted, and have no ventilation at all. In two or three of them the sanitary arrangements need a complete overhauling; one of them would on this account have been closed by the State Inspector of Health, had the Statute given him the power.

In 1906 the Department of Public Property expended in ordinary repairs of schoolhouses the sum of \$19,932.44, in 1907 the sum of \$19,288.57, and this year the sum of \$23,942.79. This makes a total of \$63,143.80 expended upon ordinary repairs within a period of three years. Here and there, of course, there have been done some things which might be properly classed under permanent improvements, but the expense of them is really inconsiderable in the total sum expended. Without meaning in the slightest way to criticise this expenditure

of money for repairs, it is a reasonable question whether it would not be a measure of economy, as well as a decided educational benefit, if the city were to adopt a system by which each year at least one of these old buildings should receive during the summer vacation a complete renovation in respect of the points in which they are now notoriously defective. Such a course was taken four years ago in the case of the then abandoned Warren St. building. At that time this building was fast becoming a wreck. For \$2800 it was practically rebuilt interiorly, its former barbarous sanitary arrangements modernized and the whole building refurnished, and painted inside and out. It is today as wholesome and as cheerful a building as could be desired. This rehabilitation of a broken down building at such a low cost and in so short a time is an example of what ought to be done among the other older buildings. The method hitherto followed by the School Committee of making an annual request for repairs and improvements, after a personal inspection of the schoolhouse property by the sub-committee, is not only unavailing, but defeats its very purpose. The annual list of repairs and improvements reported and recommended is long enough to exhaust, in case the repairs were made, twice the total appropriation of the Department of Public Property. So much is asked to be done, that little or nothing of what is asked is actually done. The report of any year is really not much else than a duplicate of that of the previous year. Meanwhile the school plant steadily depreciates. What the committee should do is to decide upon a systematic plan of repairs of buildings and renewal of furniture which shall cover a term of ten years, the buildings to be designated, so far as possible in the order of their need. With such a plan, let the committee ask the council to make a special appropriation each year to repair and refurnish and modernize, to such an extent as may in each case be reasonable, one building. Such a request, accompanied by a clear explanation of the particular necessity for it, and supported by the personal testimony of the Committee on Schoolhouses, would, I feel sure, be favorably received and promptly granted.

by the City Council. If, at the same time, the Committee will devote itself to a reduction of the cost of instruction, as outlined in a previous chapter, the city can afford to devote a larger sum each year to the maintenance of the school plant in a manner more consistent with the health and comfort of its school children.

In the Oliver school we have a building which, while in some respects the very worst of all of our schoolhouses, would cost a large sum of money to modernize. No expenditure of money on the interior, however lavish, which left out of account the need of better lighting—much greater window area—would make the building satisfactory for school purposes. This work alone would involve a very large expenditure. But if this building is to be kept in use for any length of time, the Committee ought to get an estimate of the cost of putting it into good condition. If the estimated expense should be found to be more than the building is worth, as probably would be the case, I think it would be for the Committee next to take under consideration the advisability of a plan whereby, after the completion of the Ward Six grammar school, there be steps taken for the erection on the present site of the Old High school, Oliver and Oak St. schools, one large building which will provide first-class accommodations for this large and growing district for years to come. At first breath, this looks like a recommendation bordering upon the extravagant and the impossible. But it is not the first time that a plan has been brought forward which contemplated the demolition of the Oliver. Twenty years ago, a special committee composed of Messrs. Peter Lyall, R. A. McAyeal, D. F. McCarthy, William McCullum, and John L. Brewster, in reporting upon the future educational needs of Lawrence, referred to the Oliver as follows: "The Oliver school is conveniently situated for the second, third, and part of the fourth ward, but the building is old, many of its rooms are poorly lighted and its safety has been more than once called into question." This was twenty years ago. Eleven years ago, at the time the building of a new High school was under considera-

tion, Mr. Burke, then superintendent of schools, proposed a comprehensive plan, which included the erection at once of three grammar school buildings, one in Ward Five, one north of the Spicket and one South of the Spicket, on Lawrence St. One of these buildings, as soon as completed was to be used temporarily by High school pupils, and the two others by pupils of the Oliver and the Training schools. The abandoned buildings were then to be razed, and in their places a new modern High school erected. Mr. Burke's plan was at the time scouted, by some at least, as visionary and extravagant. Yet, notwithstanding, two of the buildings were actually erected within six years from the time he wrote his report, and those two cost as much money as his three called for. The third building—the one for the pupils of the Oliver—has not yet materialized. Of the Oliver school, Mr. Burke wrote at that time:

"It has no system of ventilation whatever; it has features that make it decidedly objectionable from a sanitary standpoint; it is woefully ill-lighted. Not infrequently all the rooms must be lighted by artificial means. Two rooms upon the second floor and the six upon the lower floor are artificially lighted a great part of the time. Some of these class-rooms are familiarly known among the pupils as "dungeons." It is criminal to oblige children to occupy a building in which nearly every hygienic law is disregarded. The eyesight of our children should be sacredly protected, and never in the slightest degree impaired. This building contains sixteen rooms, all filled at the present time; four of these are upon the third floor. The stairways are inadequate and the entrances are insufficient. The result of a fire or of a stampede in this building would be something terrible to contemplate. It is even more dangerous for evening classes than for day pupils because in the evening it is ablaze with lights. Evening school classes are moreover deserving of a building which possesses a system of ventilation."

Regarding the feasibility of making over the Old High school into quarters for elementary school classes he wrote:

"This building was ill-designed for a High school, but it has no adaption whatever for elementary school purposes. Reconstruction would involve the removal of all the interior, the re-arrangement of entrances, and the enlargement of light areas. I doubt if sufficient surfaces for light can ever be secured. But, admitting that they may be, other demands are presented that are difficult of fulfillment. The State District Police will insist upon adequate heating and ventilation by some approved system. The introduction of ducts will give a

misshapen appearance to the class rooms. The mechanical plant for this system must be placed in the basement of the building. The remodelling of the old building will approximate, if not equal, the cost of erecting a new one and will never afford the same degree of satisfaction or of service. When the High school pupils vacate this building, so far as school purposes are concerned, its value will be determined by the number of bricks and the feet of timber that it contains."

Notwithstanding the unadaptability of the Old High school building to the use of elementary classes, it has become necessary to use it for such purposes, and it is now being so used, both night and day. But it is an educational misfit in every respect.

The Oak St. building belongs to the same catagory. Because of the crowded condition recitations go on constantly in dressing rooms, in which some part of every day there is scarcely light enough to read.

There are, besides, conditions existing in the Oliver district which make more insistent the need of a new building than at the time the report from which I have quoted was written. At that time the Amesbury St. building took care very comfortably of the lower grade children. Now there are eight teachers in the four rooms with a membership of from fifty to seventy in each room. The Walton school had then only one hundred pupils in four rooms. Now after a whole grade has been removed from it, its first-grade rooms have fifty-five pupils, requiring two teachers in a room. In like manner the Newbury, Harrington and Oak St. schools are crowded, although from each a grade has been transferred elsewhere. When the report was made in 1897 there were 1561 pupils in the district south of the Spicket between Newbury St. and Hampshire St. Five years later that number had fallen to 1378. Today the number is 1947, an increase of nearly 600 in four years. There has since 1904 been a steady increase of the school population of this district, due to the incoming of an entirely new population, mostly of non-English speaking peoples who have taken up their abode in the homes of the original inhabitants. This change of population is going on constantly and will continue yet for a good many years. The children of these immigrants need the best, and deserve the best, school facilities which can be contrived. They

are not getting them now, and cannot get them until we can get them out of crowded and unsuitable classrooms.

The wisdom of the report of ten years ago, which at the time was treated with little seriousness, has been proven by time. I am confident that the recommendation which I now submit, whatever treatment may be accorded it, will be fully justified by the experience of the next few years.

It would probably be found perfectly feasible to replace the old group of buildings by a large building, or a closely co-ordinated group of buildings so planned as to be erected by sections, in order that no serious difficulty would arise in caring temporarily for the number of pupils dislodged while the different sections were in process of building.

In this discussion, the claims of the evening school pupils have not been emphasized, though their claims ought to constitute a most important consideration. It is in two of these buildings that more than two-thirds of all the evening school pupils are enrolled. This work, by all odds the most difficult in public school experience, is made doubly difficult by reason of the lack of proper schoolroom facilities. In planning schoolhouses to meet the educational needs of the next ten years no scheme will be complete which fails to take into account this rapidly growing and very important branch of public school service.

*Some Particular Needs—(1.)* For several years past the Committee has included in its list the repairs the need of equipping with lights, clocks, and telephones the rooms in the basement of the High school building used by the classes in manual training. It will be remembered that at the time the High school building was erected, the manual training classes were conducted in a separate building, the one constructed for that special purpose in 1895 and now occupied by the Board of Health and the Water Department. A year or two later, it was deemed wise, for reasons both educational and economic, to transfer the machinery and equipment to the basement of the High school building was erected, the manual training classes No provision having been made for the use of these basement

rooms for actual school purposes, they were not included either in the telephone or clock circuit, and were not equipped with lighting fixtures sufficient to supply light enough for classwork, when artificial light is necessary. This lack of proper lighting facilities and the isolation of the department of manual training by reason of lack of communication both by telephone and program bells constitute a real drawback in the work of the school. The expenditure to make good these defects would be so inconsiderable, as to make further continuance of them entirely inexcusable.

(2.) Another decided defect in the High school, which hampers seriously the work of the evening school, is the very unsatisfactory system of lighting. The fixtures are of the combination type, with a four branch gas fixture at the usual height above the desk, and a cluster of four electric lights attached at right angles to the fixture, or parallel to the plane of illumination, about two and one-half feet from the ceiling. The gas fixtures are not only never used, but they are a decided detriment because of the interception of light which they cause and the consequent shadows upon the pupils' desks. The group of electric lights are too far from the plane of illumination (the pupils' desks), are not strong enough in candlepower, and are not distributed in such way as to minimize shadows, and to cause the dominant ones to fall to the right, as they should. There is no question in my mind but that study under such conditions of light as now prevail in the Evening High school is positively injurious to the eyes of the students. The School Committee of Boston has recently conducted a thorough investigation, upon scientific lines, of the artificial lighting of school rooms, with the result that they have adopted a system which is giving the highest sort of satisfaction. This system is in use in several of Boston's large evening school centres, and it needs only to see them to realize how wholly insufficient is the light by which our Evening High school pupils have to do their studying. I recommend that the Committee on Evening schools before the end of the current session of evening schools, take the matter in hand,

make a thorough inspection of the present lighting arrangements, make a study of proper systems, and report to the Board an estimate of the cost of making the necessary changes.

(3.) There is a very pressing need in each of the grammar schools of a room, or space, fully equipped for elementary work in manual training. The place of this subject in the elementary curriculum has become so secure, even if the statute did not make it mandatory, that no intelligent person, schoolman or layman, doubts any longer its high educational value. Thanks to the progressiveness of our grammar masters and the co-operation of teachers who have assumed gladly the extra labor which the work requires of them, we have made a very creditable start in the work in the fourth, fifth, and sixth grades, without scarcely any equipment at all. In order not to lose the advance already made, we must provide means for a broader scope of the work in those grades and for an extension of it into the upper grammar grades.

The approximate cost of equipping one school with benches and tools would be about two hundred dollars, or a total of fourteen hundred dollars for the seven grammar schools. I therefore recommend that the sum of fifteen hundred dollars be included in the 1909 budget for this purpose, and that the Committee on Supplies be authorized early in the new year to purchase such an equipment, in order that the work may be put at once upon a substantial basis.

(4.) When the Old High school building was fitted up to receive the illiterate minors who by the statute of 1905 were compelled to leave their employment in the mills and attend day school, the old assembly room was divided into four classrooms by the erection of partitions, extending half way to the ceiling. The erection of wooden partitions extending the whole way to the ceiling would, it was thought, exclude some light that could not be spared, and since at the time it was not anticipated that these rooms would be permanently needed, it was deemed inexpedient to go to the expense of having the partitions built to the ceiling, with the upper half of glass.

The experience of years has shown that the arrangement is most unsatisfactory. The confusion which is the result of four classes recited simultaneously is easier imagined than described. Particularly is this the case in the evening school where naturally there is rather more noise than in the day school. These rooms are sure to be used, until a new building is provided for the district, and they should be wholly separated from one another by extending the partitions to the ceiling, using glass in the upper half to get the full benefit of the rather restricted lighting area.

A minor defect that has existed for years in the heating of this building, and the neglect to remedy which has wasted hundreds, if not thousands, of dollars, is the impossibility of heating the Old High school building or any part of it, without also heating the Oliver school and the Annex. No section can be heated separately. To heat the rooms of the school department alone, it is necessary at the same time to heat the whole three buildings. There is no way, the engineer declares, of running one of the two boilers separate in mild weather. This is an extremely wasteful condition of affairs, which the expenditure of a few dollars would promptly bring to an end.

*Fire Emergencies*—Last winter when the whole country was stirred by the shocking disaster in the Collinwood, Ohio, school, your superintendent called for exhaustive reports from the principals upon the subject of fire drills and the general subject of the safe conduct of children out of the buildings in the event of fire. While it was found that fire drills were working regularly and efficiently and that the chances of accident or loss of life in case of actual fire, by reason of insufficient or ill-arranged stairways or exits was happily remote, yet the School Committee, in the interests of still greater safety made the following request of the City Council under date of March 28th:

To the Mayor and Gentlemen of the City Council.

GENTLEMEN:—

The School Committee desires me to communicate to you its urgent desire that the order for school fire-escapes, recently passed both branches of your Honorable Body, be made immediately effective by the passage of an appropriation to cover the expense of the same, or

by some other action which will bring about an equally prompt execution of the order.

In addition, it requests that there be installed in every building:

(1.) A separate fire gong, operated by mechanical means, which may be rung from all floors including the basement.

(2.) That every outside door in every school building be equipped with a latch, by which the door may at all times be opened from within, and that the locking of any outside door by means of a "dead lock" be made hereafter impossible.

(3.) That the ordinarily unused half of all outside double doors be equipped with a T bolt, which will release the leaf of the door by one turn of a knob.

(4.) That you will consider the feasibility of connecting the larger school buildings to the fire alarm telegraph system.

Further, the Committee respectfully ask that early consideration be given to the report of the Inspector of Buildings, pertaining to the schoolhouses, which the Committee is informed has been forwarded to you, through the Superintendent of Public Property.

Yours very truly,

BERNARD M. SHERIDAN,  
Secretary of School Committee.

It is characteristic of the American people to be aroused easily and quickly to a high pitch of excitement and as quickly relapse into its former state of indifference. Not only has there been nothing heard since of the fire escape order, which was understood to have passed the Council, but no attention has been paid to the smaller, though very important, items mentioned in the communication of the School Committee. I have thought it proper to set down the facts here in order that should any untoward event occur the public may know where to lay the responsibility.

*Ornamentation of School Grounds*—A beginning was made last spring in a movement toward beautifying school yards and grounds by the planting of flowers and shrubbery. This is a matter in which Lawrence has been inexcusably backward. To be sure, some of the school yards are hopelessly ugly even in summer, with their narrow areas of sun-baked concrete bounded by high board fences in various conditions of repair. But there is no reason why the lawns surrounding our newer buildings should not long ago have been planted with shrubbery and decorative trees. In most cities this matter receives as careful

attention when a new school is built as any of the interior details. Thus, in the Report of the School House Department, City of Boston, for the year 1907 we find the following:

"In 1903, the department began planting shrubbery in the yards of the new buildings, and the practice has been extended until at the present time there is planting in thirty-one different yards belonging both to the old and new schools. Common hardy plants, that flower during term time, are used for miscellaneous work, with a thick hedge of privet or barberry on the street line, in place of the usual iron fence. California privet was first used, but, finding that it did not stand an unusually severe winter, the Japan privet has been substituted with very satisfactory results.

"The Japanese barberry has not been used as freely as the privet for a hedge, because of the injury to the clothes of the pupils from too close contact with the long spines that cover the plant.

"In the beginning the shrubs were usually bunched along the sides and at the intersection of paths, where the pupils had a tendency to cut corners and overrun the brick walks; as the children have become interested, the plan has been gradually extended until in some instances the yards as well as the walks have been bordered with shrubs of considerable variety. The best example, which is also one of the latest, is the yard of the Sarah J. Baker school, with 681 plants of 49 varieties, not including a hedge of 451 privet, 223 feet in length.

"The earlier plantings were not greatly encouraged by the masters and janitors of the schools affected; the masters possibly having in mind the additional opportunities for destructiveness that would be offered the pupils, and the janitors seeing an increase of work, required by the care of the shrubs, with no corresponding increase in salary; but in nearly every case the results have been satisfactory. The pupils have learned to appreciate the efforts put forth to beautify the grounds; the janitors have come to regard the shrubs as highly desirable, and in more than one instance the good appearance of the grounds is a matter of especial pride to every person in the school.

"Of course there have been cases of partial failure, but even the partial failures are small in proportion to the whole number of schools in which plantings have been made."

The suggestion to the principals last spring that a small beginning be made toward the ornamentation of school yards and grounds was taken up by most of the principals with enthusiasm. The result was most creditable to all. Most of the work was done with funds voluntarily contributed by the pupils, whose enthusiasm over the enterprise was as great as that of the principals concerned. Next year we shall do more. The Department should lend its support to the cause by sharing the expense

of any permanent plantings of shrubs or hedges. I recommend that a specified sum for the purpose be included in the 1909 budget.

**Within the Schoolroom.**—The work in the classroom has gone on without much modification. The introduction of physiology and hygiene as a regular branch of study, with modern texts; the change from the vertical to the medial style of penmanship in the first and fourth grades; and the experimental adoption in five of the primary schools of the Aldine system of reading are the only features which are in any way new.

It is the general spirit with which the principals and teachers have gone about their work that makes the year an especially satisfactory one to look back over. There has been noticeable everywhere a quickening of the professional conscience—a tendency to be no longer satisfied with believing things to be right because they were always thought to be right; a desire to be free from the bondage of tradition; to recast their ideals in the light of new and better knowledge of the history of education and of the mind of the child; a growing realization that more important than the machinery and the routine of the school is the boy and the girl; that consideration of him and of her is paramount to every other consideration of whatever source or nature; and a growing belief in the undeveloped good and the potential power residing in the worst and weakest pupil on the register. It is the evidence of such a spirit working in the schools that makes it pleasant to review the record of "nineteen-hundred-eight."

**Agencies That Help.**—One of the most important educational events of the year, because of the influence for good it is bound to work upon the teachers and the schools was the organization of the Lawrence Teachers' Association. The spirit of its purpose is read in the preamble to the Constitution of the Association :

"This Association is formed to create and maintain among its members such a professional spirit as may bring the highest

credit to the public school system of this community; to bring this community at large into a closer touch with its teachers as a professional body in order that their efforts in the performance of their duties shall have at all times the intelligent appreciation and hearty co-operation of the community; to promote and enlarge such cultural influences as shall contribute to the highest welfare of the community; and to develop a more general acquaintanceship and social relationship among the teachers themselves and between the teachers and members of the community."

These officers were elected to serve the Association during the year ending in June, 1909.

President—Supt. Bernard M. Sheridan.

First Vice-president—Leila M. Lamprey.

Second Vice-president—James D. Horne.

Recording Secretary—Mary F. Collins.

Corresponding Secretary—Margaret G. Scanlon.

Treasurer—Laurence J. O'Leary.

Board of Directors—Sarah A. Barlow, Margaret S. Brown, Helen I. Chubb, Hattie B. Collins, Leslie Dana, Ellen M. Dooley, Katherine A. Hynes, Mary A. Keohoe, Mary E. Leary, Mary E. Mahoney, Florence Smith, Maria Smith.

The following excellent program for the initial year was prepared by a committee comprising Miss Leila M. Lamprey, Miss Mary E. Leary, and Miss Margaret G. Scanlon, and is being followed by the teachers and their friends with the greatest pleasure and profit.

Oct. 30, 1908.	Prof. John M. Tyler
	"Some New Opportunities for the Teacher."
Nov. 24, 1908.	Prof. E. Charlton Black
	"Some Ideals for the Teacher."
Dec. 15, 1908.	Miss Julia Richman
	"Who Is to Blame?"
Jan. 26, 1909.	Henry Lawrence Southwick
	Interpretive Recital of "Othello."
Feb., 1909.	Teachers' Reception

The Masters' Club is now in the fifteenth year of its existence. In respect of the spirit of its membership and of the character of the work it has been doing year after year, it is probably unique in Massachusetts. Certain it is that no man who has left Lawrence has ever, according to his own testimony, found its like elsewhere. Its influence during all these years upon the masters, and indirectly upon the schools, has been incalculable. Some idea of the character and range of its studies and discussions may be gained from the following synopsis:

## 1895-6

President, James D. Horne.

Secretary and Treasurer, Bernard M. Sheridan.

## PROGRAM.

"Herbert Spencer,"	Charles M. Lamprey
"Education in the United States,"	Wendell P. Brown
"Methodology,"	F. W. Chase
"Principles of Psychology,"	J. E. Burke
"Applications of Psychology,"	James D. Horne
"The Moral and Religious Influence of the Teacher,"	Benj. F. Dame

## 1896-7

President, Edward S. Riley.

Secretary and Treasurer, Wendell P. Brown.

## PROGRAM.

"The Physical Basis of Psychology,"	James D. Horne
"Conditions of Effective Mental Activity,"	F. W. Chase
"Education From the Earliest Times to the 17th Century,"	Edward S. Riley
"The Representative Faculties,"	Arthur L. Fulkerson
"The Work of Comenius,"	A. H. Morrison
"Forms and Functions of Memory,"	Bernard M. Sheridan
"Education in the 17th Century,"	Hector L. Belisle

"The Laws of Memory,"  
 "Judgment,"  
 "Rousseau and the 'Emile,'"

Bernard M. Sheridan  
 Charles M. Lamprey  
 J. E. Burke

1897-8

President, Charles M. Lamprey.  
 Vice President, A. W. Scribner.  
 Secretary and Treasurer, A. H. Morrison.

## PROGRAM.

"The Structure and Functions of the Nervous System,"

Charles M. Lamprey  
 James D. Horne  
 F. W. Chase  
 Hector Belisle  
 Edward S. Riley  
 Wendell P. Brown  
 J. E. Burke

"Consciousness and Attention,"  
 "Memory and its Culture,"  
 "Imaginative Power and its Development,"  
 "Thought and Thought Culture,"  
 "Will and Action,"  
 "Feeling and Emotion,"

1898-9

President, Bernard M. Sheridan.  
 Vice President, M. T. O'Brien.  
 Secretary and Treasurer, Hector L. Belisle.

## PROGRAM.

"Education in France,"	A. H. Morrison
"The Influence of Physical Laws on Society,"	Ernest C. Jewell
"The Influence of Mental Laws on Society,"	J. E. Burke
"Education in the Southern States,"	Frank V. Thompson
"The Influence of Religion on Society,"	M. T. O'Brien
"The Rise and Progress of Historical Literature,"	Hector L. Belisle
"The Educational System of England,"	Wendell P. Brown
"The Development of the English Intellect,"	James D. Horne

1899-1900

President, Wendell P. Brown.

Vice President, A. L. Fulkerson.

Secretary and Treasurer, Edward S. Riley.

## PROGRAM.

“Individualization in Elementary Schools,”	Frank V. Thompson
“Co-operation of Teachers and Principals,”	J. E. Burke
“The Enrichment of Grammar School Courses,”	A. H. Morrison
“Educational Values—The Sciences,”	Edward S. Riley
“Educational Values—The Culture Studies,”	B. M. Sheridan
“Pupil Government,”	Ernest C. Jewell
“Practical Phases of Individualization,”	M. T. O’Brien
“Closer Articulation Between High and Grammar Schools,”	James D. Horne
“Closer Articulation Between Grammar and High Schools,”	Charles M. Lamprey

1900-'01

President, A. L. Fulkerson.

Vice President, A. H. Morrison.

Secretary and Treasurer, Edward S. Riley.

## PROGRAM.

“Kindergarten Education,”	Wendell P. Brown
“Elementary Education,”	Charles M. Lamprey
“Secondary Education,”	Ernest C. Jewell
“Manual Training,”	Arthur L. Fulkerson
“The Training of Teachers,”	Bernard M. Sheridan
“The Teaching Profession,”	J. E. Burke
“School Discipline,”	James D. Horne
“Fads,”	Frank V. Thompson

President, H. L. Belisle.

Vice President, D. W. Hoff.

Secretary and Treasurer, E. C. Jewell.

### PROGRAM.

"Science in Everyday Life,"

George W. Crosby, Principal of Lowell Textile School

"The Closer Relationship of the Public Library and the  
Public Schools,"

William A. Walsh, Librarian of Lawrence Public Library

"The Evolution of Dodd," James D. Horne

"Review of McMurray's Methods of Recitation,"

Hector L. Belisle

"Professional Reading for Teachers,"

J. E. Burke

"A View of Froebel's Teaching,"

W. P. Brown

"A Review of James' 'Talks to Teachers,'"

M. J. O'Brien

"Vacation Schools,"

Frank V. Thompson

"Vacation Schools,"

Edward P. Sherburne, Supervisor of Vacation Schools, Boston

President, E. C. Jewell.

Vice President, John F. Higgins.

Secretary and Treasurer, Lawrence O'Leary.

### PROGRAM.

"When and Why Pupils Leave School. How to Promote

Attendance in Higher Grades," A. L. Fulkerson

"The Physical Care of the Child in School," C. S. Milliken

"School Room Decoration and Adornment," A. W. Scribner

"The Larger Usefulness of School Houses and School  
Equipment," C. M. Lamprey

"Manual Training in Elementary Schools," J. F. Higgins

"The Co-operation of the School and the Home," L. J. O'Leary

"Problems of Moral Education in Public Schools," J. E. Burke  
 "The Duty of the High School Toward Vocation," E. S. Riley  
 "The Public Library and the Public School,"

General Discussion, opened by W. A. Walsh, Librarian,  
 Lawrence Public Library.

1903-4

President, D. W. Hoff.

Vice President, Carl S. Milliken.

Secretary and Treasurer, E. F. Cregg.

#### PROGRAM.

"Education in the Public Schools of Germany," August Sonntag  
 "The Relation of High School to Normal School," E. C. Jewell  
 "The Status of the Spiral System," H. L. Belisle  
 "Review of Page's 'Theory and Practice of Teaching,'" John F. Higgins

"Review of Chubb's 'The Teaching of English in the  
 Elementary and Secondary Schools,'" C. M. Lamprey  
 "Individual Instruction," Bernard M. Sheridan  
 "The Essential Requisites of a Teacher," M. J. O'Brien  
 "The Elective System in High Schools," D. E. Callahan

1904-5

President, A. W. Scribner.

Vice President, E. F. Cregg.

Secretary and Treasurer, J. J. Mahoney

#### PROGRAM.

"The Equipment of High School Buildings," J. D. Horne  
 "Erasmus, the Educator," A. E. Baker  
 "Loyola and the Educational System of the Jesuits," J. J. Mahoney  
 "Comenius, the Educator," Wendell P. Brown  
 "John Locke," J. F. Higgins

1905-6.

"Herbart,"	Carleton Preston
"Horace Marm,"	E. F. Cregg
"Charles W. Eliot,"	E. S. Riley
"The School Room Beautiful,"	A. W. Scribner
President, John F. Higgins.	
Vice President, Carleton Preston.	
Secretary and Treasurer, John J. Mahoney.	

## PROGRAM.

"Old and New Systems of Psychology,"	August Sonntag
"Art in Everyday Life,"	A. W. Scribner
"The Dartmouth College Case and its Effects on Education,"	John C. Sanborn
"The Educational Acts of Massachusetts,"	Augustine X. Dooley
"The Sophists,"	M. J. Mann
"What a Teacher Should Be More Than Simply a Classroom Instructor,"	D. W. Hoff

1906-7

President, Laurence J. O'Leary.
Vice President, August Sonntag.
Secretary and Treasurer, Carleton E. Preston.

## PROGRAM.

"The Teaching of History,"	Laurence J. O'Leary
"The Teaching of Mathematics,"	Ernest C. Jewell
"The Classical Education,"	Dennis E. Callahan
"The Teaching of English,"	Hector L. Belisle
"The Teaching of Literature,"	Bernard M. Sheridan
"The Manual Arts in the Elementary Schools,"	A. W. Scribner
"The Problem of the Poor Pupil,"	John J. Mahoney

1907-8

President, John J. Mahoney.
Vice President, Dennis E. Callahan.
Secretary and Treasurer, John A. McGilvrey.

## PROGRAM.

"Athletics in the Schools,"	Cornelius F. Sullivan
"Industrial Education,"	William J. Dooley
"The Problem of the Troublesome Boy,"	Wendell P. Brown
"Biological Science in the Public School,"	Carleton E. Preston
"Physical Science in the Public School,"	Edward S. Riley
"The Problem of the Nervous Child,"	John F. Higgins
"Tenure of Office for School Teachers,"	A. L. Fulkerson
"The New Regime in Boston,"	Charles M. Lamprey

1908-9

President, Edward F. Clegg.

Vice President, Michael J. Mann.

Secretary and Treasurer, John A. McGilvrey.

## PROGRAM.

Annual Reunion and Outing.

"The School System of New York," August Sonntag

"The Playground Movement in the United States,"

Edward F. Clegg

"The Public Schools of Chicago,"

M. J. Mann

"The School Garden Movement in the United States,"

Daniel W. Hoff

"Music in the School,"

John A. McGilvrey

"The School System of Providence,"

D. E. Callahan

"Some Notables at the N. E. A.," (Illustrated),

"The System of Grading in the Public Schools,"

Laurence J. O'Leary

Annual Business Meeting.

The grammar masters also have an association, though of a less formal character than these others. They hold meetings monthly, at which various phases of the work pertaining to their grades are discussed. Its value is only secondary to that of the Masters' Club. This association was formed eight years ago.

Early in the year the superintendent instituted a series of

conferences with the seven grammar masters to be held regularly at intervals of two weeks, for the discussion of the large educational problems and policies. The discussion this year has been upon the general theme of "Elimination of Waste in School Work," a subject into which almost every phase of school activity opens. It is the intention to publish to teachers, from time to time, the more important results of these round-table discussions, particularly such as relate to a wiser interpretation of the course of study.

With the present month's issue of "Routine and Ideals," the little school paper published monthly from the office of the superintendent, completes the fourth year of its existence. During this time it has steadily kept before the minds of teachers, line upon line and precept upon precept, some of the most fundamental things in the life and work of the teacher: personal culture, professional study, the open mind, sympathy, patience, gentleness, cheerfulness, industry. It seems to have proven to be an agency of no small value to whatever teachers are earnestly striving, amid the daily routine of the school room, to keep their spirits fresh by the contemplation of ideals.

**The Budget for 1909:**—A review of the reports of the past six years reveals the following interesting relation between the amounts of the appropriations for schools and the amounts expended therefor.

*Receipts and Expenditures for Six Years.*

Year	Appropria- tion by City Council	Receipts		Total	Expended	Overdraft
		Sources	from other			
1903	\$185,000.00	\$63.50		\$180,063.50	\$215,492.57	\$30,429.07
1904	180,000.00	98.75		180,098.75	216,146.28	36,047.53
1905	180,000.00	375.46		180,375.46	216,952.07	36,533.41
1906	217,000.00	435.73		217,435.73	229,401.61	11,965.88
1907	176,000.00	331.35		176,337.35	251,816.22	75,484.87
1908	241,000.00	542.05		241,542.05	276,246.56	34,704.51

The most noticeable thing about these comparisons is the continued failure of the School Department to get anything like an appropriation sufficient to its needs, and that whenever an especial effort has been made to grant an appropriation somewhere near the expenditure of the previous year, as was made this year and two years ago, the expenses of the schools have increased to such a degree, that the larger appropriation has been incapable of preventing a considerable overdraft.

I have commented in previous reports upon what I consider the wastefulness of the overdraft system. Any department which from the beginning of the fiscal year is foredoomed to balance its books at the end of the year by an overdraft as large as ours is not receiving encouragement to be economical. It is always a satisfaction to live within the bounds of a reasonable appropriation, but when it is wholly impossible for a department to do so, no matter how carefully expenditures are guarded, the hopelessness of the situation, it seems to me, is not unlikely after a while to create a tendency toward a lessened interest upon the part of officials toward the purely financial aspects of a department's work. Especially might this eventually become true in our department, which by statute law has an unfettered hand in the spending of the people's money.

In all this there is no criticism of the attitude of the city or of the City Government toward the schools. Lawrence has been very generous to her schools. Her means are in no wise commensurate with her belief in, or her liberality toward, her system of public schools. It is doubtless impossible for the city, under the present system of municipal finance, to grant the School Board all the money it needs. It remains true, nevertheless, that the practice is not a good one from any point of view, and least of all from the point of view of economy. I have been making lately some study of the methods by which other Massachusetts cities apportion funds to the School Department. I have found only one city in which a condition exists almost similar to our own.

But granting that an improvement of things is impossible

under the present system, or that, even if it be possible, we cannot hope for its realization at present, there is no reason why the Committee should not annually fix upon a sum of money apportioned among the several items of expenditure, which it shall deem a reasonable one for the maintenance of its schools during the year following, allowing for such extensions as it deems necessary, and adhere to this throughout the year. A monthly statement of the balance remaining in each of the several items would serve as a most useful guide, as well as monitor, in the undertaking of matters calling for additional expenditure. Such a budget I have ventured to prepare. It represents the amount of money indispensable, upon our present basis, to maintaining the minimum of educational facilities during 1909. The amount for salaries includes the sum needed to meet the automatic increase in salaries, but does not provide for much addition to the day school force, because I believe that only an unlooked-for contingency would require any considerable enlargement of our present corps. Fuel has been estimated at its cost during the year 1908. An allowance of \$1,500 for manual training equipment, explained in an earlier chapter of the report, has been included. The allowance for the other items is approximately the same as that expended this year. It is expected that the Committee will wish to modify it in some respects, if it decides to adopt it.

*Estimate For 1909.*

SALARIES OF TEACHERS:

High School, .....	\$ 32,000.00
Elementary Schools, .....	164,200.00
Supervisors a n d Special	
Teachers, .....	9,100.00
Evening Schools, .....	12,500.00
Vacation Schools, .....	550.00
	\$218,450.00

## SALARIES OF JANITORS:

Day Schools, .....	\$ 18,900.00
Evening Schools, .....	940.00
Vacation Schools, .....	92.00
	\$ 19,932.00

## ADMINISTRATION SALARIES:

Superintendent, .....	\$ 3,500.00
Truant Officers, .....	3,500.00
Clerk, .....	624.00
	\$7,624.00

## FUEL AND LIGHT:

2,500 tons of coal at \$6.00	\$ 15,000.00
20 cords of wood at \$7.25 ..	145.00
Gas and Electricity, .....	2,000.00
Power, .....	1,000.00
	\$ 18,145.00

## SCHOOL SUPPLIES:

Text-Books and Apparatus, \$	5,300.00
Teachers' and Pupils' Sup-	
plies, .....	5,900.00
Janitors' Supplies, .....	1,250.00
Vacation School Supplies, ..	350.00
Manual Training Supplies, .	800.00
Special High School Library	
Appropriation, .....	500.00
	\$ 14,100.00

## MANUAL TRAINING EQUIPMENT:

(Special), .....	\$ 1,500.00	\$ 1,500.00
------------------	-------------	-------------

## MISCELLANEOUS:

High School Clerk, .....	\$ 440.00
Furniture and Fixtures, ...	375.00
Rent, .....	1,200.00
Team, .....	200.00
Printing, .....	1,300.00
Census, .....	600.00

Graduation, .....	600.00
Freight, Express, Cartage, ..	350.00
Extra Clerk Hire, .....	100.00
Postage, .....	150.00
Telephones, .....	475.00
Sundry Expenses, .....	500.00
	\$ 6,290.00
Total, .....	\$286,041.00

**Recapitulation.**—The Superintendent's principal recommendations in connection with the matters discussed in this report are here briefly summarized. They are written not in the order of their importance, but in the order to which they have been referred in the foregoing pages.

1. That the present excessive cost of instruction be examined into with reference to the effect upon it of underfilled classes, and that some regulations for the size of classes be adopted.
2. That the sum of \$500 be expended for the reference library and study room of the High School.
3. That the Board urge the prompt action of the Council in the construction of the Ward Six School.
4. That a systematic plan of renovating at least one old school building each year be drawn up for presentation to the City Council.
5. That the Board undertake a critical study of the needs of proper school facilities in the district of which the Oliver School is the centre.
6. The following up of the request for certain installations in the schools for greater security in case of fire.
7. The installation of a new lighting system in the High School for the benefit of the evening school classes.
8. The expenditure of the sum of \$1,500 for equipping a room in each of the grammar schools with benches and tools for manual training work.
9. The encouragement of the beautifying of school grounds.

10. The adoption of a budget for 1909, which shall contain, distributed among the various items, a reasonable allowance for the maintenance of the Schools, which shall not be exceeded, except because of some unlooked-for contingency.

11. The publishing to the Committee, at intervals of a month, of a financial statement which shall show the unexpended balance of the allowance for each of the several items of expenditure.

12. That the Committee use its best efforts to secure a more adequate appropriation for the Schools, in order that the annual recurrence of large overdrafts may be avoided.

In closing, I wish to add to the record a word that shall express some sense of my obligation to the help and encouragement which have come to me during the year from every direction—Committee, teachers, the press, and the public. It is a pleasure to be at the head of a system of schools which has such faithful servants and such generous minded friends.

Respectfully submitted,

BERNARD M. SHERIDAN,

Superintendent of Schools.

Dec. 31, 1908.

In Memory of  
Mary A. V. Farley

Died May 7, 1908.

---

A faithful, kindly, and capable teacher  
of little children



## APPENDIX I.

Graduates of 1908.

High and Grammar Schools, Evening High School,  
with program of exercises.

Award of Prizes.

Election and Transfers of Teachers.

Resignations of Teachers.

Leaves of Absence of Teachers.

Report of Truant Officers.

School Census.

Truancy.

Labor Certificates.

Contagious Disease.

## Graduations, 1908.

The graduation of the class of 1908 of the High School was held in City Hall, Wednesday afternoon, June 24th. The address was delivered by E. Charlton Black, Ph. D., of Boston University, and diplomas were presented by Hon. John Breen, Chairman of the High School Committee.

The seven Grammar schools held their usual union graduation exercises at City Hall, on Thursday afternoon, June 25th. The address was delivered by Augustine L. Rafter of Boston, and diplomas were presented to four hundred graduates by Mr. Maurice J. Mahoney, Chairman of the Grammar School Committee.

The Evening High School held their graduation exercises in the High School assembly hall, on Thursday evening, February 27th. The address was delivered by Augustine X. Dooley, Esq., and diplomas were presented to forty-six graduates by Mr. Michael J. Sullivan, Chairman of the Evening School Committee.

### ORDER OF EXERCISES.

*Of the Fifty-Seventh Anniversary of the Lawrence High School,  
Wednesday, June 24, 1908.*

#### PROGRAM.

ACCOMPANIST, ALETA A. PRESCOTT.

MARCH

COLUMBIAN ORCHESTRA

1. CHORUS—"The Larghetto"

*Beethoven*

SCHOOL.

2. ADDRESS OF WELCOME,

HARRIET PARTRIDGE.

3. TWO-PART SONG—"Out in the Sunshine," *Pinsuti*

YOUNG LADIES.

## 4. FAREWELL ADDRESS,

MARY I. BRESNAHAN.

5. PART SONG—"There Lived a Sage in Days of Yore,"  
..... *Bullard*

SCHOOL.

## 6. ADDRESS,

E. CHARLTON BLACK, PH. D.

7. SONG—"The Illyrian Peasants." *Schnecker*

SCHOOL.

8. Awarding of Diplomas and Hood and Perkins Prizes by Hon.  
John Breen, Vice-Chairman of School Committee.

## 9. CLASS ODE,

Words by HELEN M. JEFFREY.

*High School Graduates.*

Florence G. Abercrombie  
 Herrick Aiken  
 Gertrude Caroline Ball  
 George Dorsey Barry  
 Abigail Genevieve Bateman  
 W. Melville Beals  
 Ralph Wallwork Bevington  
 M. Irene Biery  
 Bertha Dearden Birtwell  
 Emily Mary Braithwaite  
 Mary Isabelle Bresnahan  
 Agnes Frances Buckley  
 Patrick Joseph Buckley  
 Grace Edna Calnan  
 May Marguerite Callison

Ruth Garrett Isaac  
 Helen Macdonald Jeffrey  
 Gladys Duchesney Jones  
 Ethel May Kelsey  
 Frank James Kennedy  
 Alfred Taylor Knapton  
 Hugh Francis Lena  
 George Albert S. Mahoney  
 Mary Agnes Mahoney  
 Elsie Agnes Marsden  
 Frances Cecelia McCarthy  
 Mildred Eleanor McDade  
 Marie A. McGilvray  
 Abram Edward Melincoff  
 John Henry Melincoff

Mabel Ethel Cassidy  
 Helen Irene Chellis  
 Mildred Louise Colby  
 Mildred Ida Coleman  
 Daniel Frederick Conlon, Jr.  
 Ethel Debrah Rose Curtin  
 Delia Mary Cyr  
 Gregory Smith Dalton  
 Mary Eugene Devoy  
 George Francis Dignam  
 Mary Ragius Donahue  
 Pauline Donigan  
 John Ignatius Donovan  
 John James A. Donovan  
 Harry Edward Dow  
 Gertrude Letitia Doyle  
 Byron Spencer Drew  
 Amelia Elizabeth Edmonds  
 Elizabeth Herron Elliott  
 Ethel Agnes Farrington  
 Margaret Louise Finegan  
 Annie Anderson Finlay  
 Timothy Michael Fleming  
 Maude Gertrude Fletcher  
 Mary Josephine Flynn  
 Richard John Ford  
 Margaret Julia Glennon  
 Bertha Adaline Grimes  
 Mary Josephine Haffner  
 Arthur Thomas Hale  
 Annie Veronica Higgins  
 John J. Higgins  
 Ethel J. Hogg  
 Helen Gertrude Hyland

Wilber Raymond Morehouse  
 Herbert Deans Mozeen  
 Marion Sarah Murray  
 Thomas James O'Brien  
 Joseph Vincent O'Mahoney  
 John Duncan O'Sullivan  
 Harriet Partridge  
 John Franklin Pineo  
 Aleta Alice Prescott  
 Mary Veronica Rafferty  
 Francis Arthur Ralton  
 Gertrude Cecilia M. Reynolds  
 Cora Ethel Riley  
 Elizabeth Wallace Robb  
 William Albert Robinson  
 Florence Bell Ryder  
 Marshall Alexander Ryder  
 Daniel Saunders  
 Samuel Sawyer  
 Mary Winifred Scanlon  
 William Shiers  
 Charles Henry Smith  
 Frank G. Sullivan  
 Alice Swan  
 Alberta May Thornton  
 Alice Shaw Todd  
 Alice Gertrude Loretta Weiss  
 Julia Eunice Wholey  
 Howard Smith Willis  
 Walter Thomson Wilson  
 Willa Emma Wingate  
 Mildred Cummings Woodcock  
 Russell Arthur Wylde

*Honor Pupils.*

**With Distinction.**

Margaret Julia Glennon  
Harriet Partridge

Charles Henry Smith  
Alice Swan

## GRADUATING EXERCISES.

*Lawrence Evening High School, Class of 1908, Thursday Evening, February 27, 1908.*

### PROGRAM.

“Love’s Roundelay,” - - - - - *Strauss*

### ORCHESTRA.

ORIGINAL DECLAMATION: “Roosevelt, the Man,”

JOSEPH W. CROCKET.

ESSAY: - - - - - “A Purpose in Life,”

MARION F. LA MERE.

SELECTION: “The Grand Mogul,” - - - - - *Luders*

### ORCHESTRA.

ESSAY: “Success, the Result of Gradual Development,”

MARY E. SCANLON.

VOCAL SOLO: “Dream On, Sweetheart, Dream On,” *Buck*

JOSEPH W. CROCKET.

ADDRESS TO GRADUATES: - - - - -

AUGUSTINE X. DOOLEY, ESQ.

PRESENTATION OF DIPLOMAS: - - - - -

MR. MICHAEL J. SULLIVAN,

Chairman of the Evening School Committee.

“Tally Ho,” - - - - - - - - - - - *Bernstein*

### ORCHESTRA.

*Class Of 1908.*

Florence May Bale	Ralph Raymond Kershaw
Ethel Ball	Emily Amelia Kunze
Adam Beaumont	Marian Frances La Mere
Mary Harriet Brown	George Watson Lee
Joseph Vincent Carroll	Esther Levene
Elizabeth Marie Charleton	Patrick Joseph Long
Joseph William Crocket	Catherine Anna Lyons
John Andrew Crowley	Michael Francis Mahoney
Mary Aquinas Donovan	Arthur Leo Marshall
William Edward Donovan	Marion Veronica Marshall
William Joseph Dowe	Mary Veronica McCall
William Laurence Duggan	Peter Joseph McHugh
Robert Franz	Margaret Veronica Milligan
John Leo Ganley	John Joseph Mossen
Edward Augustine Garner	Edith Annie Naylor
Elizabeth Theresa Gilmore	Catherine Genevieve Neilon
Genevieve Cecilia Gurry	James Joseph O'Sullivan
Marcella Loraine Hanscom	James Patrick Powers
Frederick Augustine Hilton	Dennis Augustine Riley
Helena Clare Hopkins	Mary Elizabeth Scanlon
Stephen Vincent Hughes	Mabel Louise Schwarzenberg
Elizabeth Cecilia Hyland	Edwin Herman Steinert
William Joseph Keefe	Thomas Patrick Sullivan

## GRADUATION EXERCISES.

*Of The Lawrence Grammar Schools at City Hall, Thursday,*

*June 25, 1908.*

## PROGRAM.

Music by Chorus of Graduates, assisted by E. B. Choate, Pianist,  
and the Columbian Orchestra.

CHORALE: "To God on High,"  
From Mendelssohn's "St. Paul."

PART-SONG: "The Joy of Youth, - - - - *Macy*

ADDRESS TO GRADUATES: - - - -

AUGUSTINE L. RAPTER,

Assistant Superintendent, Boston Public Schools.

CHORUS: "Then Lads and Lassies All Be Gay," - - *Veazie*

PRESENTATION OF DIPLOMAS: - - -

By MAURICE J. MAHONEY, Esq.,

Chairman of the Grammar School Committee

VOCAL MARCH: "Up and Away," - - - *Geibel-Heartz*

*NAMES OF GRADUATES.*

*Oliver School Graduates.*

Mary Alekel	Herbert J. McQuilton
Abraham J. Batal	Beatrice Melven
Samuel S. Berger	Hazel F. Merrill
Maurice Berman	Beatrice E. Munroe
Lillian Bevin	Grace I. Munroe
Ira M. Brown	Grace A. Murphy
Harry J. Bunting	Helena M. Murphy
Arthur W. Burckel	Joseph Murphy
Mary M. Burke	William J. Murphy
Florence G. Burnham	Lena Nickolson
Edward A. Cantillion	Bessie O'Brien
Jean C. Campopiano	Frank O'Brien
Elizabeth H. Collins	Walter A. O'Connor
Helen J. Curtin	Helen C. O'Hearn
Evelyn T. Dewhirst	Jennie Orenstein
Mary C. Dunlap	Frank B. Penney
Nellie Duxbury	Jesse Penney
Stephen W. Dyer	Otto W. Petzold

Chester R. Earle	Evelyn E. Pledge
Rachael Finklepearl	Patricia M. Powers
John O. Fleming	Agnes H. Riopelle
Marion L. Forbes	Eva B. Riopelle
Leroy J. Ford	Hilda Sarkin
Benjamin Ginsberg	Julius Wm. Schaake
Elisabeth Hamer	Isreal Shackowitz
Marion Hansom	Lillian G. Silverman
Albert E. Hartwig	Sarah Silverman
Herman A. Herzog	Harold Siskind
Margaret J. Higgins	Ruth Slingsby
Katherine C. Hogan	C. Wordlow Sloat
Marion P. Holgate	Nellie N. Smallidge
Helen M. Jackson	Rebecca Smith
Joseph F. Joubert	Willard H. Smith
Louis J. Joyce	Flora M. Spranger
Bertha Keller	Helen S. Tait
Mitchell Kolsky	Edward F. Taylor
Minnie Kress	Martha W. Thornton
Alfred A. Labonte	John P. Tierney
Clara E. Malone	Alberta E. Trumbull
Daniel F. Maloney	Ethel M. Ward
Ezra F. Manahan	Joseph Welsh
Alexander Marier	Anna R. Zunich
John R. McCormack	

*Packard School Graduates.*

Oscar W. Arnold	Frank B. Horne
Frederick C. Atkinson	Gladys M. Ingram
Herbert W. Auty	Gertrude V. Jordan
Gertrude A. Bahan	Teresa A. Kelleher
Elsie M. Barcroft	Eleanor A. Killen
Martha R. Bingham	Helen J. Lang
Nathaniel H. Bonney	Henry V. Lenane
Esther Burnham	Agnes C. Leonard
Grace G. Burridge	Harold E. Lewis

Ralph A. Butland	Stanley W. Lund
Roderick J. Cantwell	Catherine M. Mahoney
Philip A. Carr	Ada M. Maxwell
Carl B. Carter	Teresa V. Maxwell
Margaret G. Costello	John J. McAuliffe
Laura M. Cousineau	Mary J. McCarthy
Lillian R. Crocker	James R. McNally
Elizabeth C. Croston	Anna E. McParland
Esther J. Cullen	Melville T. Mulligan
Mary C. Darcy	Anne G. Murray
Philip E. Darcy	Clarence S. Newall
M. Lucille DeCourcy	Emma W. Page
Mary A. Donovan	Florence E. Peters
William A. Donovan	Alice C. Powers
John F. Dorgan	Floyd M. Ramsdell
Arthur O. Duhamel	Gertrude M. Rourke
Bernard J. Fallon	Constance C. Saunders
John S. Farrell	Daniel J. Scanlon
Mary P. Fitzgerald	David D. Shearer
Thomas Fleming	John D. Sheehan
Irving W. Fowler	Angus L. Thompson
Gladys B. Garceau	Alfred Topham
Helen M. Gillis	Harry H. Trauschke
Leon S. Grant	Francis J. G. Traynor
Horton W. Hall	Gertrude R. Volkmer
Elizabeth G. Hart	Hannah Waterhouse
Mary P. Hogan	Paul J. Wenzel
William Hopkins	Alice M. West
Annie F. Horne	Arthur Whittaker

*Emily G. Wetherbee School Graduates.*

John C. J. Callahan	Laura M. Marshall
Helen T. Carroll	Bridget A. McCarthy
Mary L. Cotter	Ernest W. McCraw
Edith M. Cushing	Mary M. McGrath
Mary J. Donovan	Lucius J. McManus

Katherine V. Dowe	Mark A. McManus
Raymond J. Ewart	Anna V. Murphy
Mary K. Farrington	Helen G. Murphy
Byron D. Hagar	Charles T. Murray
Agnes L. Hardman	Alice Poore
George A. Hardman	Francis J. Regan
Helen G. Hart	Genevieve B. Scanlon
Mildred Henderson	Thomas A. Sharples
Margaret A. Higgins	William A. Taylor
Edwin A. Jones	Catherine Toye
M. Frank Keegan	Arthur R. Tyler
Mary T. Keefe	M. Antoinette Viger
E. Frances Leach	Bertha J. Whittemore

*John K. Tarbox School Graduates.*

Mary A. Boyle	Helen F. Loeshner
Charles L. Boucher	Joseph C. McCarthy
Harold E. Bryant	Margaret C. McGregor
John F. Brouder	Alexander McMaster
Hattie I. Bushold	Arthur H. Moss
Rosetta V. Fingleton	Joseph A. Mulvey
Margaret B. Finnigan	Walter F. O'Brien
James J. Ferrin	Monica A. Rau
Thomas J. Harty	Mary L. Ritter
Josephine L. Holmes	Margaret G. Sharkey
Helen A. Horrocks	Frank D. Sheehan
Margaretta G. Keefe	Omer W. Tetreau
Charles Kielig	Bertha E. Tipping
Raymond A. Liddell	Waldo C. Wills
Russell C. Liddell	Helen L. Younggebauer
Helen L. Lindner	

*Alexander B. Bruce School.*

George E. Abbott	Harold J. Hague
John E. Abercrombie	Mildred Heifetz

Clarence Ashton	Andrew K. Innes
Alan N. Bailey	Alice F. Jette
J. Bernice M. Beals	Samuel Korelitz
Helen C. Bell	Richard G. Lafontaine
James Bell	Clara L. Locke
Irvin Bramhall	Herbert Lord
Matthew D. Burns	John H. MacCreadie
Marjorie M. Carter	Arthur G. Marsden
Lillian M. Cassidy	Mary R. McCracken
Edna M. Chase	Elizabeth Melincoff
John A. Cronin	John H. Mitchell
DeWitt T. Davis	Maude Morrell
Edith C. Davis	John J. Murphy
William Douglas	George B. Murray
Izah E. Dunham	Edith C. Nyberg
Jannet M. Elliott	Esther E. Pickels
Ora A. Fisher	Albert K. Reed
Sarah Fishman	Mary E. Regan
Ronald B. Ford	Mary E. Robinson
Pearl Franks	Abigail F. Scott
Arelene E. Freeman	Irene M. Seed
Florence B. Fyfe	Ernest Smerdon
Frederick A. Fyfe	Alfred H. Smith
Irene M. Gath	Arvilla D. Todd
Andrew P. Gibbons	Elizabeth V. Walker
Samuel Glubock	Joseph Walworth
William O. Gordon	Florence Wilkinson
John J. Greene	E. Rose Zelinsky
Irvin A. Greene	Elizabeth Zelinsky

*Gilbert E. Hood School Graduates.*

Minnie E. Bachmann	William T. Livermore
Walter A. Bachmann	Helen L. Loftus
Joseph Bailey	Cornelius A. Lynch
Helen Biery	Augustine V. McCarthy
David M. Brown	Terena P. McGill

Paul L. Burnham	John A. McNulty
Rose Chandler	Helen H. Metzner
Ruth M. Coombs	John G. Miller
Margaret I. Daley	William F. Moyes
Edward J. Doherty	Arthur O'Connor
Georgietta M. Dolan	Gertrude A. Peabody
Russell Dolan	Gertrude Peel
Joseph A. Donovan	James J. G. Perry
Henry I. Emmons	William F. Perry
Mena C. Engstrand	Frederick S. Powers
Helen Gens	Raymond F. Rauscher
Grace A. Gleason	Mildred Reed
Walter L. Goddard	Nora J. Regan
Helen D. Hanscom	Herbert P. Reifel
Annie E. Hay	Alfred P. Scaife
Harry J. Hayward	Margaret P. Scanlon
Madeline E. Hewett	Edwin A. Schmidt
William V. Higgins	Howard W. Stone
Charles C. Houghton	Leona Swan
Herman Illingworth	Ruth H. Swanson
Raymond E. Knapp	Martha Wiemar
Raymond J. Leaver	

*John R. Rollins School Graduates.*

George E. Banan	Harry L. Lesure
Mary W. Barrett	Leath Lilley
Mirle E. Borneman	Isabel F. Markey
Elsie Bottomley	Paul A. de Mars
Gladys Brainerd	Charles McCarthy
James L. Bride	Marie E. McDade
Marion E. Cate	George E. McDermott
Francis Connelly	Simon F. McHugh
Elsie Dick	Mary A. McNeice
Walter W. Doerr	Erwin L. Meister
Agnes Drummond	Milda A. Miller
Herbert Drummond	Elizabeth A. Moeser

William Erbe	Ernest T. Moore
Mary I. Fagan	Halcyon I. Norris
Mary Flynn	Margaret E. O'Brien
Gladys L. Forbes	Theresa M. Reardon
William E. Forster	Mabel E. Reinhold
Martha M. Franz	Annie B. Reusch
Charles T. Gilliard	Caroline I. Roesner
Alan E. Greenhalgh	Walter F. Rutter
Otto C. Hafner	Mildred M. Smith
Mary Halstead	William C. Summersby
Max A. Heiman	Paul E. Todd
Robert G. Hutton.	Helen I. Wadlin
Mary I. Keaney	G. August Wagner
Minnie Kirsch	Minnie S. Weinhold
Elizabeth F. Kelleher	John Whelan
Helen Kiessling	Clara M. Wild
Helen J. Koerner	

### AWARD OF PRIZES.

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School, were awarded to Harriet Partridge and Charles Smith.

The Willard B. Perkins' prizes for the encouragement of English composition in the High School were awarded to the following competitors:—

Class of 1908—Mary Bresnahan, John I. Donovan.

Class of 1909—Anita Schneider, Paul C. Lyall.

Class of 1910—Marado Carlisle, Michael E. Looney, John J. McKone.

Class of 1911—M. Isabel Tobin, Gregory Mooradkamian.

The Hood prizes for the schools making the most marked progress during the year were awarded to the E. G. Wetherbee and Amesbury street.

The (Bishop) Lawrence prizes for excellence in sewing were awarded to the A. B. Bruce, J. R. Rollins and Hampshire street schools.

## CHANGES IN THE TEACHING CORPS.

TEACHERS ELECTED IN 1908.

School.	Teacher.	Began Service.	Salary.
High.....	M. Elizabeth Carroll	Sept. 7	\$650.00
High.....	Francis X. Hogan	Sept. 24	700.00
Arlington.....	A. Gertrude Fox	Jan. 27	450.00
Rollins.....	Nellie J. Finegan	Feb. 6	450.00
Harrington.....	Mary A. Griffin	Jan. 27	450.00
Amesbury.....	Rosa H. Moeckel	Jan. 27	450.00
Bruce.....	Edna V. Haigh	Sept. 7	450.00
Prospect.....	Fanny H. Stratton, Principal	Sept. 7	750.00
Storow.....	Jean U. Jeffrey	Oct. 18	450.00
Special.....	Gertrude V. O'Sullivan	Jan. 26	450.00
Special.....	Louise A. Bishop	Oct. 25	450.00
Walton.....	Mabel J. Connor	Sept. 21	450.00
Storow.....	Anna A. Gens	Sept. 7	450.00
Special.....	Mary G. Ferrin	Sept. 28	450.00
Newbury.....	Grace H. Sampson	Nov. 2	450.00
Amesbury.....	Mary Maloney	Nov. 9	450.00
Cross.....	Katharyne M. A. Mahoney	Nov. 9	450.00
Sewing.....	Grace E. Holden	Nov. 23	450.00
Saunders.....	Mary A. Wholey	Oct. 24	450.00

## TRANSFER OF TEACHERS.

Teachers	From	To
Elizabeth C. Miles	Bruce	Essex
Mary C. Greene	Special	Storow
Alice O'Leary	Special	Essex
Agnes M. Finegan	Oliver	Hood
Susan Frost	Special	Oliver
Anna A. Gens	Storow	Oak St.
Anna M. O'Connell	Oak St.	Prospect St.
Marion Lewis	Saunders	Wetherbee
Rosa H. Moeckel	Amesbury	Oliver

## RESIGNATION OF TEACHERS, 1908.

School	Teacher	Resignation Took Effect	In Service
Essex High Prospect St.	L. Florence Kennedy Bertha M. Robinson Mary R. S. Collins	March 20 June 25 June 25	7 years 7 years 34 years

## LEAVE OF ABSENCE OF TEACHERS, 1908.

School	Teacher	From	To
Drawing Rollins	Annie T. McCarthy	Jan. 1, 1908	Mar. 29, 1908
Rollins Park St.	Ella M. Eastman	May 11, 1908	Sept. 1909
Park St.	Leonora Knapton	Sept. 7, 1908	Sept. 1909
Prospect St.	Florence M. Abbott	Sept. 7, 1908	April 1909
	Elizabeth H. Stannard	Sept. 1907	Sept. 1909

## REPORT OF TRUANT OFFICERS.

LAWRENCE, MASS., December 31, 1908.

*Mr. Bernard M. Sheridan, Superintendent of Schools:*

MY DEAR SIR:—The following is the report of the truant officers for the year ending December 31, 1908:

	School Census.				
	1908	1907	1906	1905	1904
Ward 1.....	2023	2392	2206	2297	2243
Ward 2.....	1573	1606	1486	1359	1324
Ward 3.....	1940	2197	2169	2146	1803
Ward 4.....	2090	2038	1939	1882	1904
Ward 5.....	2864	2573	2682	2553	2308
Ward 6.....	2249	2394	2359	2309	2200
Totals .....	12,729	13,200	12,841	12,546	11,782

Decrease for 1908 from 1907—471.

Increase for 1908 over 1904—947.

In the following table will be found the number of contagious diseases reported by the Board of Health. In every case where pupils are excluded from school on account of a contagious disease, they are not allowed to return to school until the proper certificate is presented from the Board of Health in accordance with the Rules of the School Committee.

DISEASE 1908.	January	February	March	April	May	June	September	October	November	December	Totals
Diphtheria, .....	9	5	12	6	5	5	17	34	34	37	164
Scarlet Fever, .....	9	18	29	12	6	5	6	4	5	5	99
Measles, .....	58	71	23	19	15	18	0	5	11	160	380
Small Pox.....	0	0	0	0	0	0	1	0	0	0	1
Cerebro Spinal											
Meningitis, .....	0	0	1	1	0	0	0	0	2	0	4
Totals, .....	76	94	65	38	26	28	24	43	52	202	643

In conclusion, we would take the present opportunity of returning our sincere thanks to the School Committee, to you Sir, teachers, Police Department, and many others for their kind co-operation.

Respectfully submitted,

JAMES R. McGOWAN,  
EDWIN J. CATE,  
MICHAEL SULLIVAN,  
Truant Officers.

## APPENDIX II.

Summary of Statistics.

Summary of Monthly Reports for the School year ending June, 1908.

Itemized expenditure for the different schools.

Per Capita Cost of Teaching and of Books and Supplies in the different schools.

Table showing number of pupils in each grade in December for four years.

Table showing promotions in the grades for 1907-8.

Table showing ages of pupils in the schools in December 1908

Teachers' salary schedule.

Teachers' directory.

Janitors' directory.

School calendar.

School committee for 1909.

*TRUANCY.*

In the following table will be found the work performed in the aggregate under the above heading:—

1908.	No. of Schools visited.	No. of absences reported by teachers.	No. of absences without permission of parents.	No. of second offences.	No. of third offences.	No. of parents or guardians notified	No. returned to school from the street	No. of arrests.	No. of prosecutions.	Instances of tardiness investigated.
Jan.	615	428	23	8	7	408	13	2	2	25
Feb.	291	127	6	1	0	127	6	0	0	15
Mar.	634	446	18	5	9	446	10	1	1	20
April	541	272	8	0	2	266	2	1	1	20
May	567	400	19	4	9	408	35	1	1	21
June	471	270	9	6	9	269	13	2	2	33
Sept.	328	275	20	9	4	268	26	0	0	15
Oct.	564	391	12	0	0	383	15	4	5	21
Nov.	543	241	5	1	0	276	4	0	0	19
Dec.	425	227	3	3	2	204	11	0	0	16
Total	4979	3077	123	37	42	3055	135	11	12	205

*Result of Prosecutions.*

Placed on Probation, .....	6
Committed to Training School, .....	6

*LABOR CERTIFICATES.*

In the following tables will be found the number of labor certificates issued:—

Between 14 and 16 years of age.

Certificates Issued.	January	February	March	April	May	June	July	August	Sept.	October	November	December	Total
	1908	32	22	53	41	54	122	140	118	175	90	98	24

Showing a decrease for 1908 of 282.

Between 16 and 21 years of age.

Literates.	January	February	March	April	May	June	July	August	September	October	November	December	Total	
	1908	164	98	132	149	114	139	172	157	225	145	138	141	1774
Illiterates,	57	35	58	55	64	48	77	121	114	58	50	64	803	
Totals, . .	221	133	190	204	178	187	249	278	339	203	188	205	2577	

### Summary of Statistics.

Valuation of the city for the year 1906	\$56,473,458.00
Total expenditure for schools, exclusive of new buildings and repairs,.....	276,246.56
Population of the city, census of 1905..	75,000
Number of children in city between the ages of 5 to 15, according to the census of Sept. 1, 1907,.....	13,200
Number of children in city between the ages of 5 to 15, according to the census of 1908, .....	12,729
Number of children in city between the ages of 7 and 14, according to the census of Sept. 1, 1907,.....	9,707
Number of children in city between the . ages of 7 and 14, according to the census of Sept. 1, 1908,.....	9,150
Aggregate enrollment from Jan. 1, 1907 to Jan. 1, 1908,.....	10,461
Average number belonging from Jan. 1, 1907, to Jan. 1, 1908,.....	8,129
Average attendance from Jan. 1, 1907, to Jan. 1, 1908,.....	7,531
Aggregate enrollment from Jan. 1, 1908, to Jan. 1, 1909,.....	10,183
Average number belonging from Jan. 1, 1908 to Jan. 1, 1909,.....	8,065
Average attendance from Jan. 1, 1908 to Jan. 1, 1909, .....	7,565
Number of school buildings,.....	31
Number of class rooms in elementary schools, .....	204

Number of teachers in High School....	27
Number of class rooms in High School	25
Number of teachers in Grammar schools	57
Number of teachers in middle schools..	55
Number of teachers in primary schools	117
Number of supervising principals.....	11
Number of critic teachers in training school, .....	4
Number of pupil teachers in training school, .....	12
Number of teachers of music,.....	2
Number of teachers of drawing,.....	2
Number of teachers of sewing,.....	5
Number of teachers of penmanship,....	1
Number of teachers in Evening High school, .....	18
Number of teachers in evening element- ary schools, .....	63
Number of teachers in evening drawing schools, .....	2

# Summary of Monthly Reports for the School

## Year Ending June 1908.

Name of School.	Total Enrollment for Year.	Average Enrollment per Day.	Average Daily Attendance.	Per Cent. of Absence.	Total Half Days Absence.	No. Classes of Dismissal.	No. Cases of Truancy.	No. Cases of Punishment.	No. Cases of Corporal Punishment.	No. Cases of Suspension.	W <sup>a</sup> s Teacher.	W <sup>a</sup> s Absent.	Times Tardy.
Amesbury St. . . . .	342	211,400	200,812	92,364	6,269	692	8	6	13	12	0	16	36
Arlington . . . . .	431	322,239	293,677	91,136	8,645	729	6	6	10	17	0	17	49
Bruce . . . . .	507	460,790	434,663	93,394	9,669	807	492	65	14	55	0	32	21
Cross St. . . . .	241	165,755	155,415	93,761	3,899	380	115	14	25	0	0	4	25
Essex . . . . .	550	420,682	393,879	93,628	10,831	805	208	28	25	0	0	0	0
Franklin . . . . .	281	162,801	149,205	91,648	5,082	577	25	8	35	36	0	0	2
Hampshire St. . . . .	225	159,566	148,110	93,322	3,974	219	71	36	38	0	0	13	10
Harrington . . . . .	249	203,659	188,787	92,698	5,497	497	59	13	12	0	0	5	8
Hood . . . . .	650	570,986	544,040	95,287	10,111	1,170	568	15	21	177	0	0	14
Lowell St. . . . .	172	130,925	118,717	90,675	4,554	408	95	7	3	0	0	2	15
Newbury St. . . . .	128	123,164	114,589	92,794	3,314	738	49	36	14	0	0	0	3
Oak St. . . . .	462	283,094	252,098	89,050	11,624	964	39	39	5	0	0	0	23
Oliver . . . . .	773	628,211	587,423	93,507	15,242	708	361	45	32	0	0	0	34
Packard . . . . .	777	669,375	633,506	94,611	13,664	435	569	16	25	0	0	0	60
Park St. . . . .	388	325,072	299,342	92,086	9,626	1,628	146	25	17	0	0	0	56
Prospect St. . . . .	199	171,019	161,696	94,548	3,440	328	67	0	8	0	0	0	7
Riverside . . . . .	137	107,359	100,500	93,611	2,315	210	57	0	0	25	0	0	0
Rollins . . . . .	393	393,688	377,598	95,912	6,024	343	343	9	5	0	0	0	2
Saunders . . . . .	365	294,096	267,776	90,948	7,937	1,294	141	0	0	0	0	0	30
Storror . . . . .	325	27,064	255,419	90,248	6,646	525	212	2	27	0	0	0	78
Tarbox . . . . .	446	344,310	324,367	90,420	7,453	220	139	11	1	0	0	0	1
Union St. . . . .	270	254,960	234,851	92,112	8,888	693	67	3	14	0	0	0	9
Walton . . . . .	298	149,939	132,321	88,249	6,628	699	26	14	22	0	0	0	32
Washington . . . . .	384	189,980	178,015	93,701	4,481	728	91	10	3	0	0	0	8
Wetherbee . . . . .	656	343,382	325,868	94,899	6,601	339	131	10	3	0	0	0	13
High . . . . .	654	607,585	591,069	97,282	3,173	628	346	0	0	0	0	0	28
Special School . . . . .	329	148,536	127,607	85,909	6,184	761	448	32	61	0	0	0	45
Grand Totals . . . . .	8,121,622	7,591,550	93,473	193,758	17,530	4,540	484	431	0	1,098	0	0	642

# Itemized Expenditures for the Different Schools

Year Ending December 31, 1908.

Name of School	Text Books.	Teachers' Salaries.	Sanitors' Salaries.	Pupils' Supplies.	Janitors' Salaries.	Heating.	Lighting.	Power.	Landlord.	Manual Training.	Total.
Amesbury St	\$ 1.00	\$ 61.00	\$ 4,657.25	\$ 297.86	\$ 136.65	\$ 45.04	\$ 370.14	\$ 8.11	\$ 10.56	\$ 5,586.61	
Arlington ..		61.79	6,775.00	530.00	223.46	49.12	480.65	14.56	8.105.14	8,105.14	
Bruce ..	158.50	234.81	10,588.00	1,166.00	329.56	92.10	631.84	74.62	315.11	29.45	82.77
Cross St. ....	1.00	46.74	2,828.75	318.00	97.64	25.80	322.11	25.42		9.36	3,684.82
Essex .....	7.75	184.76	5,155.50	526.82	229.27	56.43	512.77	24.88*			7,318.10
Franklin .....	1.00	81.52	3,508.00	424.00	116.53	17.85	304.12				14,462.38
Hampshire St		45.90	3,329.00	294.00	95.57	15.14	409.46	1.36	9.36		4,200.47
Harrington, .	2.00	71.79	3,688.00	371.00	46.05	24.71	379.94	11.00	8.12		4,612.61
Hood .....	33.00	300.32	11,716.00	1,335.07	687.92	104.63	1,398.20	84.43	358.74	29.25	94.45
Lowell St. ....		33.95	2,752.00	424.00	34.34	15.45	210.61	17.76			16,142.01
Newbury St... ..	3.00	124.11	2,831.25	371.00	67.34	22.89	216.51	8.48			3,481.47
Oak St. ....	6.50	79.59	5,181.00	497.14	148.02	30.18	412.85	13.49			3,655.02
Oliver .....	16.20	588.52	12,411.50	1,060.75	483.75	97.22	1,461.84	15.50	12.96		6,981.73
Packard .....	7.25	496.60	13,706.25	1,954.00	447.66	48.82	1,777.68	154.30*	19.50	102.94	16,396.33
Park St. ....	6.75	69.00	5,829.50	526.82	130.45	49.87	607.27	1.90	10.56		16,629.26
Prospect St. ..	2.00	37.00	2,931.25	343.93	60.01	45.44	371.79	.80			7,232.12
Riverside, ...		24.65	2,650.00	294.68	27.81	18.29	364.48	1.36			3,850.38
Bollins .....	5.25	377.37	9,635.75	954.00	361.17	28.91	540.41	14.74	53.21		3,339.09
Saunders .....		52.68	6,637.25	795.00	144.73	22.35	476.47	2.88			12,059.27
Storrow .....	1.00	73.76	5,613.00	497.14	120.83	38.02	400.73				8,150.08
Tarbox .....	9.50	573.83	8,675.00	954.00	326.02	86.96	586.89	24.91	10.56		6,755.04
Union St. ....		47.45	4,924.25	636.00	46.16	24.07	404.56	.98			11,448.97
Walton .....	4.00	40.11	2,293.25	245.00	68.65	41.21	398.03				6,094.03
Warren St. ....		2.25	75.21	4,569.25	424.00	102.03	290.54	2.56			4,076.67
Washington ..		2.50	309.62	8,313.75	954.00	205.94	462.20	678.50	9.94		2,876.22
Wetherbee, ..	24.60	1,575.89	29,946.00**	2,705.00	1,600.83	108.48	1,567.77	21.22	32.96		5,676.03
High .....		55.96	2,356.75	530.00	75.68	24.60	970.43*	110.88	11.28		10,698.06
Special school	2.10										3,056.37

\*Evening Salary of Clerk.

*Per Capita Cost of Salaries, Text Books, Teachers' and Pupils' Supplies, and Janitors' Supplies, for the Year Ending Dec. 31, 1908.*

NAME OF SCHOOL	AV. MEMBERSHIP 1908.	TEACHERS' SALARIES PER CAP.	TEXT BOOKS PER CAP.	TEACHERS' AND PUPILS' SUPPLIES PER CAP.	JANITORS' SUPPLIES PER CAP.
Amesbury St. ....	221.11	21.06	.28	.62	.20
Arlington, ....	294.50	22.87	.21	.76	.17
Bruce, ....	489.64	21.62	.48	.67	.11
Cross St. ....	163.10	17.34	.29	.59	.16
Essex and Warren, ....	414.77	19.32	.45	.55	.13
Franklin, ....	158.54	22.13	.51	.74	.11
Hampshire St. ....	151.17	22.02	.30	.63	.10
Harrington, ....	161.91	22.84	.44	.28	.15
Hood, ....	573.16	20.42	.52	1.20	.18
Lowell St. ....	126.93	21.68	.27	.28	.12
Newbury St., ....	133.64	21.18	.93	.50	.17
Oak St. ....	281.59	20.56	.28	.53	.11
Oliver, ....	625.74	19.83	.94	.77	.13
Packard, ....	663.54	20.67	.75	.67	.07
Park St. ....	302.42	19.28	.23	.43	.16
Prospect St. ....	162.64	18.33	.23	.37	.28
Riverside, ....	106.55	24.87	.23	.26	.17
Rollins, ....	386.66	24.92	.98	.94	.08
Saunders, ....	283.68	23.34	.19	.51	.08
Storror, ....	284.51	19.73	.26	.42	.13
Tarbox, ....	350.46	24.46	1.64	.93	.25
Union St. ....	248.35	19.83	.19	.19	.09
Walton, ....	156.11	12.93	.15	.44	.26
Washington, ....	192.42	23.75	.39	.53	.11
Wetherbee, ....	351.77	23.85	.88	.58	.13
High, ....	645.41	45.81	2.44	2.48	.17
Special School, ....	134.49	17.52	.41	.56	.18

TABLE SHOWING NUMBER OF PUPILS IN EACH  
GRADE BELOW THE HIGH SCHOOL IN  
DECEMBER FOR FOUR YEARS.

	1905	1906	1907	1908
Eighth .....	366	446	450	457
Seventh .....	618	642	668	730
Sixth .....	730	804	810	813
Fifth .....	968	978	994	971
Fourth .....	1035	1148	1046	969
Third .....	1097	1118	1074	962
Second .....	1156	1155	1039	1068
First .....	1581	1315	1469	1401
Ungraded .....		117	155	180
Totals, .....	7551	7733	7615	7551

## PROMOTION IN THE GRADES.

YEAR ENDING IN JUNE.

1906-7

Grade	June List	Pro- moted	Left Behind	Per Cent
First, . . . . .	1293	891	362	.20
Second, . . . . .	1139	898	196	.17
Third, . . . . .	1050	876	159	.15
Fourth, . . . . .	985	802	163	.16
Fifth, . . . . .	1022	821	156	.15
Sixth, . . . . .	707	532	142	.20
Seventh, . . . . .	543	428	82	.15
Eighth, . . . . .	381	342	39	.10
	—	—	—	—
Totals, . . . . .	7120	5590	1299	.18

1907-8

Grade	June List	Pro- moted	Left Behind	Per Cent
First, . . . . .	1343	876	417	.31
Second, . . . . .	971	787	164	.17
Third, . . . . .	1024	848	154	.15
Fourth, . . . . .	1013	846	131	.13
Fifth, . . . . .	914	795	106	.11
Sixth, . . . . .	757	686	97	.13
Seventh, . . . . .	538	425	90	.17
Eighth, . . . . .	398	290	23	.06
	—	—	—	—
Totals, . . . . .	6958	5553	1182	.17

**Ages of Pupils in the Public Schools**  
December, 1908

# **Teachers' Salary Schedule**

In Effect, Sept. 1, 1907

## TEACHERS.

*In Service December 31, 1908.*

(The numerical letters designate the grade.)

## HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

Name and Residence.	Salary.	Began Service.
James D. Horne, Master, 58 Saunders St., .....	\$2,800	1894
Edward S. Riley, Sub-Master, 6 Forest St., .....	2,000	1892
Ada Lear, 82 Bradford St., .....	1,200	1873
A. L. Fulkerson, Methuen, .....	1,400	1895
Elizabeth O'Leary, 7 Campo Seco St., .....	1,200	1896
Ella M. Robinson, 3 Albion St., .....	1,100	1896
William H. Dooley, 127 Haverhill St., .....	1,200	1906
Ernest C. Jewell, 463 Lowell St., .....	1,500	1897
Martha D. Tracy, 5 Oak St., .....	1,000	1897
Alice B. Macdonald, 592 Haverhill St., .....	1,100	1896
Susanna T. O'Connor, 19 Logan St., .....	1,000	1899
Bertha A. Merrill, 39 Abbott St., .....	1,000	1901
Katherine R. Regan, North Andover, .....	1,000	1901
Edward F. Cregg, 193 Bailey St., .....	1,200	1902
C. F. Sullivan, 85 East Haverhill St., .....	900	1906
Bertha E. Abercrombie, 66 Warren St., .....	700	1906
August Sonntag, 129 Newbury St., .....	1,200	1903
Michael J. Mann, 110 Auburn St., .....	1,100	1904
Anna T. Mulholland, 393 Hampshire St., .....	900	1904
Harriet C. Lord, 86 Ames St., .....	900	1904
Noelia Dubrule, 57 Bradford St., .....	900	1904
John A. McGilvrey, 28 Orchard St., .....	1,000	1905
Mary A. Driscoll, 247 Salem St., .....	1,000	1906
Harriet Sleeper, 118 East Haverhill St., .....	900	1906
Julia A. Davis, 62 Bradford St., .....	900	1907
M. Elizabeth Carroll, 297 High St., .....	600	1908
Francis X. Hogan, 99 Farnham St., .....	700	1908

## OLIVER SCHOOL.

Haverhill Street (Opposite Lawrence Common.)

Grade.	Name and Residence.	Salary.	Began Service.
VIII.	Laurence J. O'Leary, Master, 10 Swan St., ...	\$1,800	1901
VIII.	Katherine M. Kenney, 379 Park St., .....	750	1881
VIII.	Margaretta T. O'Sullivan, 137 Lawrence St., ..	700	1888
VIII.	Frances M. Brainerd, 57 Kendall St., .....	550	1905
VII.	Emily V. Brooks, 12 Berkeley St., .....	700	1895
VI.	Ella F. Arthur, 305 Lowell St., .....	700	1898
VI.	Marie W. Collins, 241 Haverhill St., .....	700	1894
VI.	May I. Lawlor, 100 Bennington St., .....	600	1902
VI.	Mary E. Geraghty, 42 Summer St., .....	600	1902
VI.	Maria T. Cogger, 265 Haverhill St., .....	600	1899
IV.	Caroline S. Brady, 34 Cedar St., .....	700	1898
V.	M. Josephine Nichols, 47 Avon St., .....	550	1904
V.	Mary A. O'Sullivan, 164 Salem St., .....	550	1905
VII.	Mary A. Herlihy, 19 Currier St., .....	550	1905

V.	Susan B. Frost,	264 Jackson St., .....	600	1906
V.	Mary C. McGowan,	14 Berkeley St., .....	500	1907
IV.	Margaret L. Sullivan,	155 Saratoga St., .....	500	1907
IV.	Helen S. McGregor,	37 Lake St., .....	500	1906
VII.	Rosa H. Moeckel,	20 Rhine St., .....	450	1908

## ALEXANDER B. BRUCE SCHOOL.

Ames Street (Between Olive and Byron Avenues.)

Grade.	Name and Residence.	Salary.	Began Service.
VIII.	Wendell P. Brown, Master, 51 Smith St., ...	2,000	1895
VIII.	Sarah A. Barlow, 48 Washington St., .....	750	1887
VIII.	Camelia A. Howe, Methuen, .....	700	1896
VII.	Mabel F. Noyes, Methuen, .....	700	1890
VII.	Ida L. Freeman, 503 Haverhill St., .....	700	1893
VII.	Minnie A. Brown, Methuen, .....	700	1895
VI.	Mary E. Foster, 304 Lowell St., .....	700	1894
VI.	Emma Stewart, 586 Haverhill St., .....	700	1895
VI.	Manora A. Bradford, 32 Concord St., .....	700	1896
V.	Helen M. Sawyer, 51 Railroad St., .....	550	1905
VI.	Elisabeth Entwistle, 3 Caulkins Ct., .....	700	1897
V.	Gertrude E. Fox, 18 Washington St., .....	550	1905
V.	Bertha L. Morse, 194 Broadway, .....	550	1905
V.	Jennie M. Kerr, 10 Forest St., .....	550	1905
I.	Edna V. Haigh, 57 Butler St., .....	450	1908

## PACKARD SCHOOL.

Parker Street (Between Abbott and Bailey Streets.)

Grade.	Name and Residence.	Salary.	Began Service.
VIII.	John J. Mahoney, Master, 16 Logan St., ....	\$1,800	1903
VIII.	Margaret G. Scanlon, 347 Salem St., .....	750	1884
VIII.	Ellen L. Toye, 240 Andover St., .....	700	1882
VII.	Jennie A. McManus, 29 So. Broadway, .....	700	1894
VII.	Jessie E. Simpson, 92 Salem St., .....	700	1895
VI.	Catherine G. O'Leary, 242 Salem St., .....	700	1895
VII.	Anna H. Desmond, 15 Springfield St., .....	700	1895
V.	Louise M. O'Connell, 59 Osgood St., .....	550	1905
V.	Mary E. Flanagan, 28 Kingston St., .....	600	1903
VI.	Mary E. Harrington, 110 Newton St., .....	600	1902
IV.	Edith L. Whittemore, 5 Springfield St., .....	600	1902
VI.	M. Elizabeth Church, 42 Salem St., .....	600	1903
VI.	Julia N. Collins, 263 So. Broadway, .....	550	1905
IV.	Helen T. Cooney, 78 Springfield St., .....	600	1901
III.	Helen F. Gainey, 1 Kingston St., .....	600	1900
III.	Helen F. Hughes, 222 So. Union St., .....	600	1901
III.	M. Eva Russell, 29 Dorchester St., .....	600	1899
V.	Edna L. Stratton, 59 Garfield St., .....	600	1902
IV.	Margaret E. Tierney, 45 Salem St., .....	500	1905
VII.	Ellen M. O'Connell, 166 Bailey St., .....	500	1906
V.	Julia T. Lenane, 65 Exeter St., .....	500	1907

## JOHN R. ROLLINS SCHOOL.

Howard Street (Corner of Platt.)

Grade.	Name and Residence.	Salary.	Began Service.
VIII.	Hector L. Belisle, Master, 6 Sheridan St., .....	\$2,000	1896
VIII.	Maria Smith, 11 Berkeley St., .....	750	1891
VIII.	Mary Eastham, 33 Woodland St., .....	700	1888
VII.	Emma J. Baker, 22 Belmont St., .....	700	1889
VII.	Emma M. Ramsay, 26 Boehm St., .....	600	1903
V.	Lena A. Nolan, Andover, .....	700	1898
VII.	Catherine L. Fitzpatrick, 283 High St., .....	700	1894
VI.	Ellen C. Greene, 5 Haverhill St., .....	700	1895
VI.	Isabel F. Robbins, 78 East Haverhill St., .....	700	1896
VI.	Grace Wadsworth, 5 Quincy St., .....	700	1896
V.	Nellie J. Finegan, North Andover, .....	450	1908
V.	Eleanor C. O'Connor, 19 Logan St., .....	600	1903
IV.	A. Gertrude Fox, 7 Woodland St., .....	450	1908

## JOHN K. TARBOX SCHOOL.

Alder Street (Corner of Walnut.)

Grade.	Name and Residence.	Salary.	Began Service.
VIII.	Dennis E. Callahan, Master, 21 Belmont St., ...	\$1,600	1902
VIII.	Nora A. McNulty, 120 Trenton St., .....	750	1894
VIII.	Katherine A. Hynes, Methuen, .....	700	1897
VII.	Therese A. Lane, 91 Bennington St., .....	700	1893
VII.	Margaret M. O'Neil, 147 Franklin St., .....	700	1895
VI.	Teresa M. Twomey, 180 Park St., .....	600	1899
VI.	Mary L. Cotter, 58 Exchange St., .....	700	1897
V.	Margaret A. Brouder, 139 Arlington St., .....	700	1898
VI.	Nellie M. Reardon, 44 Manchester St., .....	600	1899
V.	Mary F. Deacy, 51 Fern St., .....	600	1900
V.	Laura A. D. Lord, 216 Bailey St., .....	600	1902
Asst.	Mary J. Conway, 264 Chestnut St., .....	550	1905

## EMILY G. WETHERBEE SCHOOL.

Newton Street.

Grade.	Name and Residence.	Salary.	Began Service.
VIII.	John F. Higgins, Master, Broadway Chambers, \$2,000	\$2,000	1901
VIII.	Mary F. Collins, 9 Winthrop Ave., .....	750	1893
VII.	Lauretta M. McCabe, 17 Margin St., .....	600	1899
VI.	Nora R. O'Neil, 342 So. Broadway, .....	700	1897
VI.	Ellen T. Holland, 15 Brookfield St., .....	600	1900
VI.	Katherine M. Nolan, Andover, .....	700	1898
V.	Mary F. Hines, 8 Winthrop Ave., .....	600	1902
V.	Elizabeth F. Donovan, 3 Temple St., .....	600	1903
IV.	Ella M. Hayes, 9 Warren St., .....	550	1905
IV.	Margaret T. Donovan, 94 Bradford St., .....	500	1906
VI.	Gertrude F. Curtis, 320 Ames St., .....	600	1907
Asst.	Marion Lewis, 5 State St., .....	500	1907

## GILBERT E. HOOD SCHOOL.

(Lawrence Practice School.

Park and Bruce Streets.

Grade.	Name and Residence.	Began	Salary.	Service.
	Leila M. Lamprey, Principal, 16 Quincy St., .....	\$1,700		1883
	Ella F. Eastman, Critic Teacher, 54 Berkeley St., .....	800		1880
	Annie L. O'Connor, Critic Teacher, 10 Whitman St., .....	800		1893
	Emma J. Greenwood, Critic Teacher, 184 Jackson St., .....	800		1896
VIII.	Harriet A. McKone, North Andover, .....	750		1887
VIII.	Nellie S. Winchester, 31 East Haverhill St., .....	700		1894
VII.	H. Frances McDonnell, North Andover, .....	700		1896
VIII.	Mary A. Mahoney, North Andover, .....	700		1893
VII.	Grace L. Conlin, 10 Albion St., .....	600		1901
VI.	Mabel M. Mullen, 258 Jackson St., .....	600		1900
VI.	Laura K. Prescott, 690 Haverhill St., .....	600		1901
V.	E. Mabel Andrews, 5 Kendrick St., .....	700		1895
III.	Ellen C. Tobin, 480 Haverhill St., .....	700		1898
II.	Ethel C. Ramsey, 263 Jackson St., .....	700		1898
I.	Ada B. Locke, 177 Ferry St., .....	550		1905
	Asst Agnes M. Finegan, North Andover, .....	500		1905

## DANIEL SAUNDERS SCHOOL.

South Broadway (Near Andover Street.)

Grade.	Name and Residence.	Began	Salary.	Service.
	Julia P. Tompkins, Principal, 41 South St., ...	\$765		1866
IV.	Carrie J. Pingree, 259 Andover St., .....	700		1881
III.	Mollie B. Marsh, 334 Andover St., .....	700		1895
III.	Mary H. Callahan, 69 Exeter St., .....	700		1896
II.	Jennie M. Quealy, 379 Haverhill St., .....	600		1899
II.	Margaret G. O'Brien, 23 Cross St., .....	700		1898
I.	Josephine A. Kelley, 6 Winthrop Ave., .....	700		1893
I.	Nellie S. Stackpole, 66 Abbott St., .....	700		1893
II.	Z. Alice McKenney, 245 Andover St., .....	600		1900
	Asst. Mary A. Wholey, 8 Kingston St., .....	450		1908

## UNION STREET SCHOOL.

Andover Street (Corner South Union Street.)

Grade.	Name and Residence.	Began	Salary.	Service.
II.	Mary A. Kehoe, Principal, 8 Tremont St., ...	\$750		1882
II.	Sarah E. Webster, 318 Andover St., .....	700		1881
II.	Maud Vatter, 22 Albion St., .....	700		1891
I.	Grace V. Desmond, 15 Springfield St., .....	600		1902
I.	Ella M. Churchill, 11 Cedar St., .....	600		1899
I.	Margie C. Connor, 30 Osgood St., .....	600		1899
Asst. Stella A. Maffett, 281 So. Broadway, .....	550		1904	
Asst. Lillian B. Haverty, 279 So. Broadway, .....	550		1905	

## ARLINGTON SCHOOL.

## Tenney Street.

Grade.	Name and Residence.	Began	Salary.	Service.
	Bridget A. Halley, Principal, 46 Avon St., .....	\$760		1887
IV.	Letitia Wilcox, North Andover, .....	700		1896
IV.	Lola F. Clifford, 355 Haverhill St., .....	700		1897
III.	Helen M. Bean, 54 Holly St., .....	700		1862
II.	Grace F. Conway, 1 Tremont St., .....	700		1889
III.	Katherine W. Murray, 16 Highland St., .....	700		1898
II.	Mary M. Butler, 93 Bradford St., .....	600		1899
I.	Ellen M. Murphy, 128 Franklin St., .....	550		1904
I.	Jessie R. Brown, Methuen, .....	600		1901
Asst.	Elsie Eastham, 13 Whitman St., .....	500		1906

## PARK STREET SCHOOL.

## Park Street (Between Lexington and Trenton Streets.)

Grade.	Name and Residence.	Began	Salary.	Service.
IV.	Georgia Patterson, Principal, 211 Bruce St., ...	\$760		1877
IV.	Elizabeth J. Callahan, 1 Albion St., .....	700		1883
III.	Mary E. Corkhill, 244 Park St., .....	600		1901
III.	Mary L. Scanlon, 10 Lexington St., .....	550		1904
II.	Florence L. Abbott, 50 Thorndike St., .....	700		1895
II.	Agnes A. Ashe, Methuen, .....	700		1898
II.	Helen S. Chubb, 149 Berkeley St., .....	700		1891
I.	Margaret M. Griffin, 19 Durant St., .....	600		1902
Asst.	Margaret G. Kennedy, 49 Willow St., .....	700		1897
I.	Mary G. Griffin, 19 Durant St., .....	450		1907

## PROSPECT STREET SCHOOL.

## East Haverhill Street (Corner of Prospect Street.)

Grade.	Name and Address.	Began	Salary.	Service.
III.	Fanny H. Stratton, Principal, 126 East Haverhill St., .....	\$7.50		1876
III.	Martha J. Sargent, 168 East Haverhill St., ..	700		1888
I.	Alice W. O'Connor, 19 Logan St., .....	500		1906
II.	Nora G. Cullinane, 17 Currier St., .....	600		1903
Asst.	Anna M. O'Connell, 64 East Haverhill St., .....	500		1907

## STORROW SCHOOL.

## Storrow Street (Near Storrow Park.)

Grade.	Name and Address.	Began	Salary.	Service.
V.	Hattie B. Collins, Principal, 110 East Haverhill St., .....	\$750		1876
IV.	Alice L. Trott, Howard St., .....	700		1891
III.	Margaret W. Mowat, 76 East Haverhill St., ...	700		1897
I.	Josephine M. Lundberg, 239 Broadway, .....	600		1902
Asst.	Annie M. Fisher, 115 Newbury St., .....	550		1903
II.	Elizabeth J. Hartwig, 154 Newbury St., .....	550		1905
IV.	Helen Campbell, 19 Howard St., .....	500		1906

Asst. Edith J. Sargent, 168 East Haverhill St., .....	500	1907
Asst. Mary L. Greene, 5 Haverhill St., .....	500	1906
Asst. Jean U. Jeffrey, 43 Holly St., .....	450	1908

## WALTON SCHOOL.

Methuen Street (Corner of Newbury Street.)

Grade.	Name and Address.	Began	Salary.	Service.
II.	Mary J. Shinnick, Principal, 44 Osgood St., .....	\$750		1897
II.	Nellie L. Stoddard, 86 Jackson St., .....	700		1877
I.	Bessie G. Gainey, 1 Kingston St., .....	600		1901
I.	Hannah T. Curtin, 2 Daisy St., .....	600		1903
Asst.	Anastasia G. O'Brien, 53 Bennington St., .....	550		1903
Asst.	Mabel J. Connor, 7 Keighley Ct., .....	450		1908

## NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

Grade.	Name and Address.	Began	Salary.	Service.
IV.	Nellie E. Smart, Principal, 63 Newbury St., ...	\$750		1883
IV.	Vesta E. Shackford, 61 Newbury St., .....	700		1883
III.	Enah I. Orff, 49 Avon St., .....	600		1903
III.	Alice E. Gill, 33 Jackson St., .....	700		1897
Asst.	Grace Sampson, 73 Myrtle St., .....	450		1908

## HARRINGTON SCHOOL.

Newbury Street (Corner Elm Street.)

Grade.	Name and Address.	Began	Salary.	Service.
III.	Leslie Dana, Principal, 7 East Haverhill St., ..	\$750		1876
II.	Florence D. Hall, 100 Saunders St., .....	700		1884
II.	Margaret E. Loftus, 153 Newbury St., .....	700		1893
I.	Ada L. Riordan, 40 Mechanic St., .....	700		1896
Asst.	Anna F. Churchill, 16 Graichen Terrace, .....	600		1902

## AMESBURY STREET SCHOOL.

Amesbury Street (Corner Lowell Street.)

Grade.	Name and Address.	Began	Salary.	Service.
II.	Mary E. Leary, Principal, 203 Haverhill St., ..	\$750		1888
II.	Genevieve M. Tierney, 21 Tremont St., .....	700		1895
I.	Mary G. Brogan, 20 Avon St., .....	700		1897
I.	Katherine A. Twomey, 180 Park St., .....	550		1905
I.	Alicia T. Quealy, 379 Haverhill St., .....	550		1905
II.	Josephine M. McQuade, 142 Saratoga St., .....	550		1903
Asst.	Katherine A. Regan, 32 Storrow St., .....	500		1906
Asst.	Mary Maloney, 53 Holly St., .....	450		1908

## HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

Grade.	Name and Address.	Salary.	Began Service.
V.	Emma F. Hutchinson, Principal, 126 Franklin St., .....	\$750	1881
IV.	Josephine L. Chase, 13 Morton St., .....	700	1882
III.	Anna C. Lane, 91 Bennington St., .....	700	1895
III.	Helen G. Kennedy, Methuen, .....	700	1896
Asst.	Nettie Murray, 334 Ames St., .....	550	1895

## CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

Grade.	Name and Address.	Salary.	Began Service.
V.	Margaret S. Brown, Principal, 181 Jackson St., .....	\$750	1899
V.	K. Agnes Donovan, 50 Bradford St., .....	600	1902
IV.	Mattie M. Hatch, 19 Wyman St., .....	700	1892
IV.	Ellen G. Dunn, 83 Cross St., .....	700	1894
Asst.	Katharyne M. Mahoney, 39 Willow St., .....	450	1908

## FRANKLIN SCHOOL.

Franklin Street (Corner of Lowell Street.)

Grade.	Name and Address.	Salary.	Began Service.
III.	Caroline G. Donovan, Principal, 56 Bradford St., .....	\$750	1894
II.	Edith M. Messer, 579 Haverhill St., .....	700	1887
I.	Margaret L. Shanahan, 60 Avon St., .....	700	1896
I.	Mary E. Clifford, 355 Haverhill St., .....	500	1905
Asst.	Ina P. Washburn, 142 Franklin St., .....	500	1906

## ESSEX SCHOOL.

Head of Essex Street.

IV.	Annie M. Kennedy, Principal, 394 Ames St. . .	\$850	1900
IV.	Bertha E. Holtham, 67 Bodwell St., .....	550	1905
IV.	Daisy E. Stevens, 98 Auburn St., .....	600	1902
III.	Florence E. Griffin, 56 Bradford St., .....	700	1878
IV.	Emma F. Churchill, 11 Cedar St., .....	550	1904
IV.	Lillian Holtham, 67 Bodwell St., .....	600	1903
III.	Eleanor F. Sullivan, 8 Reservoir Terrace, .....	600	1900
III.	Mary G. McCabe, 18 Byron Ave., .....	550	1905
III.	Elizabeth C. Miles, 20 Pearl St., .....	500	1906
Asst.	Alice O'Leary, 426 Lowell St., .....	500	1906

## WARREN STREET SCHOOL.

Warren Street (Near Essex Street.)

Grade.	Name and Address.	Salary.	Began Service.
III.	I. Mae Magoon, 26 Butler St., .....	\$600	1903
II.	Maude Gorman, 6 Royal St., .....	600	1903
I.	Margaret M. Crowley, 610 Lowell St., .....	600	1903
I.	Lydia H. Mahoney, 165 Margin St., .....	600	1901

## LOWELL STREET SCHOOL.

Warren Street (Corner Lowell Street.)

Grade.	Name and Address.	Salary.	Began Service.
II.	Mary A. Dame, Principal, 614 Haverhill St., .....	\$750	1873
II.	Anne S. Lane, 121 Butler St., .....	700	1880
I.	Cora A. Miles, 20 Pearl St., .....	600	1902
I.	Anna J. Murray, 39 Warren St., .....	700	1895

## RIVERSIDE SCHOOL.

School Street (Corner Doyle Street.)

Grade.	Name and Address.	Salary.	Began Service.
II.	Florence Smith, Principal, 555 Haverhill St., ..	\$750	1885
II.	Grace E. Kingston, 58 Bellevue St., .....	700	1894
I.	Ellen I. McCartin, 50 Warren St., .....	600	1901
I.	Elsie R. Houston, 216 Broadway, .....	600	1901

## WASHINGTON SCHOOL.

Manchester Street (Corner Washington Street.)

Grade.	Name and Address.	Salary.	Began Service.
III.	Elizabeth F. Devlin, Principal, 70 Cross St., ..	\$750	1886
III.	Elizabeth S. McGregor, 37 Lake St., .....	600	1899
II.	Lizzie M. Crabtree, 97 Greenwood St., .....	700	1892
II.	Sara A. White, 48 Holly St., .....	700	1897
I.	Alice V. Fitzgerald, 62 Holly St., .....	600	1900
I.	Mabel J. Cheney, North Andover, .....	700	1894
Asst.	Josephine E. Lawlor, 100 Bennington St., .....	550	1905

## OAK STREET SCHOOL.

Oak Street (Rear of Oliver School.)

III.	Ellen M. Dooley, Principal, 144 Jackson St., ....	\$850	1891
III.	Agnes E. English, 138 Franklin St., .....	600	1903
II.	Kathleen C. Doheny, 349 Haverhill St., .....	700	1898
I.	Alice T. Keefe, North Andover, .....	600	1900
I.	Rachel H. Stannard, 118 East Haverhill St., .....	600	1901
I.	M. Evelyn Josselyn, 1 Methuen St., .....	600	1901
Asst.	Elizabeth Lawlor, 100 Bennington St., .....	600	1903
III.	Marie McDonnell, 83 Lexington St., .....	500	1906
Asst.	Margaret G. Mahoney, 7 Acton St., .....	500	1906
Asst.	Anna A. Gens, 91 Park St., .....	450	1908

## SPECIAL SCHOOL FOR NON-ENGLISH SPEAKING PUPILS.

Old High School Building, Haverhill Street.

Name and Address.	Salary.	Began Service.
Gertrude L. O'Connell, 59 Osgood St., .....	\$600	1903
Anna A. Murphy, 89 Bromfield St., .....	550	1905
Gertrude V. O'Sullivan, 164 Salem St., .....	450	1908
Mary Ferrin, 81 Lawrence St., .....	450	1908
Louise A. Bishop, 40 Phillips St., .....	450	1908

## III

## DIRECTORS OF MUSIC.

Name and Address.	Salary.	Began Service.
W. W. Keays, Melrose, .....	\$650	1875
Mary E. Mahoney, 182 Hampshire St., .....	950	1899

## DIRECTORS OF DRAWING.

Name and Address.	Salary.	Began Service.
A. W. Scribner, 10 Pearl St., .....	\$1,700	1891
Annie T. McCarthy, 340 Haverhill St., .....	800	1902

## SUPERVISOR OF PENMANSHIP.

Name and Address.	Salary.	Began Service.
D. W. Hoff, 6 Hillside Ave., .....	\$1,350	1899

## TEACHERS OF SEWING.

Name and Address.	Salary.	Began Service.
Etta S. Newton, 41 Vine St., .....	\$700	1886
Gertrude M. Joyce, 34 Berkeley St., .....	700	1886
Eleanor E. Quealy, 379 Haverhill St., .....	600	1901
Mary Doyle, 32 Willow St., .....	500	1907
Grace E. Holden, 61 Cambridge St., .....	450	1908

## UNDERGRADUATES IN HOOD TRAINING SCHOOL.

## Five Months Supplementary Course.

- Emily G. Burke, 148 Salem St.  
 Annie Daly, 214 Chestnut St.  
 Annie F. Driscoll, 80 Kingston St.  
 Elizabeth Hendry, 17 Essex Ave.  
 Bessie E. Knapton, 67 Myrtle St.  
 Edna M. McGowan, 14 Berkeley St.  
 Alice B. O'Connell, 59 Osgood St.

## UNDERGRADUATES IN HOOD TRAINING SCHOOL.

## Three Months Practice Division.

- Annie C. Duggan, Andover.  
 Frances T. Finegan, 214 Hampshire St.  
 Mary P. O'Sullivan, 352 Hampshire St.  
 Regina M. Shea, 35 Bevel St.  
 Olive Stevens, Haverhill.

*EVENING SCHOOL TEACHERS.*

JOHN J. MAHONEY, Supervisor.

## HIGH SCHOOL.

DANIEL J. ARUNDEL, Principal.

Edward S. Riley	
Walter O. Jewell	John O'Mahoney
Edward P. Morton	Bertha Abercrombie
Mary A. Bailey	Edward McAnally
Emily Topham	Daniel Norton
Anna Mulholland	Cornelius J. Mahoney
Laura Farnham	Walter T. Rochefort
Charles Hanrahan	Joseph A. O'Connor
Michael S. O'Brien	D. W. Hoff
Julia Collins	Charles J. O'Sullivan
Emma Ramsay	Helen Sawyer
Teresa Twomey	Teresa Twomey
Margarettta O'Sullivan	Anna Churchill
Agnes English	Jean U. Jeffrey

*Drawing.*

A. W. Scribner

A. L. Fulkerson

## OLIVER SCHOOL.

John C. Sanborn, Jr., Principal

Hugh McConnor, Assistant Principal.

William J. Delaney, Assistant Principal.

George McLane, Jr., Assistant Principal.

Z. A. Berthiaume

Mary E. Flanagan

Chas. A. Clifford

Elizabeth Collins

Emma Woodcock	Elizabeth A. Reid
Helen R. O'Brien	Kathryn Twomey
Eva O'Sullivan	Arthur A. Auger
Rose McCabe	Frances Shinnick
Mary Singleton	Mary Hannon
Katherine Sidley	Mary Maloney
Katherine Regan	Kathryn Sullivan
Grace M. Hanrahan	Elsie Eastham
Nonie M. Ahern	Mary McSweeney
Mary A. Linehan	Gertrude Hanrahan
Valeda E. Marier	Alice O'Leary
Marie McDonnell	Grace Sampson
Eva Morache	Ina P. Washburn
Anna Murphy	Helen Hughes
Katherine Murray	Louise A. Bishop
Gertrude O'Connell	Kathryne Mahoney
Josephine M. McQuade	Josephine McQuade
Myrtie Brooks	Mary L. Scanlon
Edith Whittemore	Grace Holden
Katherine B. Driscoll	Grace Coveney
May Lawlor	

## ESSEX SCHOOL.

WENDELL P. BROWN, Principal.

**PACKARD SCHOOL.**

DENNIS E. CALLAHAN, Principal.

T. H. Vincent      Martha Reed      M. Elizabeth Church

## TRUANT OFFICERS

James R. McGowan, 14 Berkeley St.

James H. McGowan, 14 Berkeley  
Edwin J. Cate, 142 Howard St.

Michael Sullivan, 85 East Haverhill St.

SUPERINTENDENT'S CLERK

SUPERINTENDENT'S CLERK  
Ida Ryan 3 Concord St

**CLERK IN THE OFFICE OF THE HIGH SCHOOL**

Margaret Buckley 23 Clinton St

## SCHOOL JANITORS—DECEMBER, 1908.

School.	Name.	Residence.
High and Manual Training,	Andrew Dunn Patrick Fitzpatrick Michael McCarthy	21 Buswell St. 38 Trenton St. 55 Osgood St.
Hood and Prospect St.	John Dolan Martin Egan	34 Currier St. 108 Park St.
Oliver	Michael J. Clark	82 Haverhill St.
Bruce,	William S. Ford	533 Lowell St.
Rollins,	Waldo H. Lesure	5 Home St.
Tarbox	William A. Summers	120 Amesbury St.
Wetherbee,	Daniel J. Donovan	274 Salem St.
Packard and Packard Annex	John Scannell	7 Chester St.
Saunders and Saunders Annex	M. F. Donovan	9 Merrimack View
Essex and Riverside,	R. G. Newton	446 Andover St.
Washington and Arling-ton,	Michael J. Hayes	240 Lawrence St.
Lowell St. and Warren,	William Butler	32 Warren St.
Union St.	Thos. J. McLaughlin	52 Cambridge St.
Amesbury St. and Oak St.	Martin Redmond	277 Elm St.
Hampshire St. and Park St.	Michael P. Higgins	16 Berkeley St.
Harrington and New-bury St.	John W. Carroll	59 Newbury St.
Walton and Storrow	Patrick Moran	125 Essex St.
Special School	Daniel J. O'Sullivan	116 Park St.

## CALENDAR.

The first term of the present school year began Wednesday, September 9, 1908, and continued for fifteen weeks, ending Friday, December 18.

The second term began Monday, January 4, 1909 and will continue for nine weeks, ending Friday, February 26, 1909.

The third term will begin Monday, March 8, 1909, and will continue eight weeks, ending Friday, April 30, 1909.

The fourth term will begin Monday, May 10, and continue eight weeks, ending Thursday, July 1, 1909.

The first term of the next school year will begin Wednesday, September 8, 1909, and continue fifteen weeks, ending Friday, December 17.

## HOLIDAYS.

New Year's Day, Washington's Birthday, Good Friday, Nineteenth of April, Memorial Day, Thanksgiving Day and the Friday following.

## VACATIONS.

The week inclusive of Christmas Day, the week in which occurs March 1, the week in which occurs May 1, and the period in Summer from June 25 to September 4.

## SCHOOL SESSIONS.

*High School*—Every week day except Saturday from 8:15 A. M. to 1 P. M.

*Elementary Schools*—Same days as High School from 8:30 to 11:15 A. M. and from 1:45 to 3:45 P. M.

## NO SESSION SIGNAL.

2-2-2 struck twice on the Fire Alarm, at 7:30 A. M. and 1 P. M., or at 6:30 P. M., indicates that the sessions of schools immediately following the signal will be omitted.

## SCHOOL COMMITTEE.

FOR 1909.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. WILLIAM P. WHITE, MAYOR, *Chairman ex-officio.*  
HON. JOHN BREEN, *Vice Chairman*  
BERNARD M. SHERIDAN, Tel. 100, *Secretary of the Board*

## MEMBERS.

	Term Exp.
Ward 1. HUGO BEIL, Tel. 289-11, 151 East Haverhill Street.	1911
LEWIS H. SCHWARTZ, Tel. 1617. 35 Berkeley Street.	1911

<i>Ward 2.</i>	WILBUR E. ROWELL, Tel. 33, 96 Saunders Street.	1911
	CLINTON O. ANDREWS Tel. 82, 5 Kendrick Street.	1911
<i>Ward 3.</i>	JOHN BREEN, Tel. 1220, 369 Oak street.	1910
	JOHN A. KENNEDY, Tel. 214, 293 Elm Street.	1910
<i>Ward 4.</i>	MAURICE J. MAHONEY, Tel. 268, 182 Hampshire Street.	1910
	J. J. McAVOY, M.D., Tel. 959, 57 Cross Street.	1910
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1909
	WILLIAM HENDRY, 17 Essex Ave.	1909
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, Tel. 2063, 183 Parker street.	1909
	PHILIP A. McCARTHY, Tel. 246-4, 55 Osgood Street.	1909

## STANDING COMMITTEES.

- ADVISORY AND AUDITING—Messrs. Breen, Hyde and Sullivan.  
 HIGH AND PRACTICE SCHOOLS—Messrs. Breen, Hyde, Sullivan, Beil, McAvoy and Rowell.  
 GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, McCarthy, Kennedy, Andrews and Schwartz.  
 PRIVATE SCHOOLS—Messrs. Breen, Mahoney and Schwartz.  
 EVENING SCHOOLS—Messrs. Sullivan, Hendry, Kennedy, Dr. McAvoy, Beil and Rowell.  
 TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, McCarthy, Kennedy, Andrews and Schwartz.

JANITORS, SCHOOLHOUSES, SANITATION—Messrs. Hyde, McCarthy, Kennedy, Beil, McAvoy and Rowell.

RULES—Messrs. Hyde, Sullivan, Mahoney and Rowell.

SALARIES—Messrs. Breen, Hendry and Andrews.

SPECIAL SUBJECTS—Messrs. Mahoney, Hendry Sullivan, Kennedy, Beil and Andrews.

SCHOOL FOR NON-ENGLISH-SPEAKING PUPILS—McCarthy, Breen, Hendry, McAvoy, Andrews and Schwartz.

#### MIDDLE AND PRIMARY SCHOOLS.

Prospect Street, John R. Rollins, Storrow and Walton Schools—  
Messrs. Beil and Schwartz.

Newbury Street, Harrington, Oak Street and Park Street Schools  
—Messrs. Rowell and Andrews.

Amesbury Street, Hampshire Street and John K. Tarbox Schools  
—Messrs. Breen and Kennedy.

Arlington, Franklin, Cross Street and Washington Schools—  
Messrs. Mahoney and Dr. McAvoy.

Lowell Street, Essex, Riverside, Alexander B. Bruce and Warren  
Street Schools—Messrs. Hyde and Hendry.

Saunders, Packard, Union Street and Emily G. Wetherbee  
Schools—Messrs. M. J. Sullivan and McCarthy.



SIXTY-THIRD  
ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF LAWRENCE  
MASSACHUSETTS



1909

DICK & TRUMPOLD, LAWRENCE, MASS.

NOTE—At the regular meeting of the School Committee, held December 30, 1909, it was voted that the report submitted by the Superintendent be adopted as the report of the Committee, and that a suitable number of copies of the same be published for distribution.

# SCHOOL COMMITTEE FOR 1909.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. WILLIAM P. WHITE, MAYOR, *Chairman ex-officio*  
HON. JOHN BREEN, *Vice Chairman*  
BERNARD M. SHERIDAN, Tel. 100, *Secretary of the Board*

## MEMBERS.

		Term Exp.
<i>Ward 1.</i>	HUGO BEIL, Tel. 289-11, 151 East Haverhill Street.	1911
	LEWIS H. SCHWARTZ, Tel. 1617, 35 Berkeley Street.	1911
<i>Ward 2.</i>	WILBUR E. ROWELL, Tel. 33, 96 Saunders Street.	1911
	CLINTON O. ANDREWS, Tel. 82, 5 Kendrick Street.	1911
<i>Ward 3.</i>	JOHN BREEN, Tel. 1220, 369 Oak Street.	1910
	JOHN A. KENNEDY, Tel. 214, 293 Elm Street.	1910
<i>Ward 4.</i>	MAURICE J. MAHONEY, Tel. 268, 182 Hampshire Street.	1910
	J. J. McAVOY, M.D., Tel. 959, 57 Cross Street.	1910
<i>Ward 5.</i>	GEORGE S. J. HYDE, 620 Haverhill Street.	1909
	WILLIAM HENDRY, 17 Essex Ave.	1909
<i>Ward 6.</i>	MICHAEL J. SULLIVAN, Tel. 2063 183 Parker Street.	1909
	PHILIP A. McCARTHY, Tel. 246-4, 55 Osgood Street.	1909

## STANDING COMMITTEES.

- ADVISORY AND AUDITING—Messrs. Breen, Hyde and Sullivan.
- HIGH AND PRACTICE SCHOOLS—Messrs. Breen, Hyde, Sullivan, Beil, McAvoy and Rowell.
- GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, McCarthy, Kennedy, Andrews and Schwartz.
- PRIVATE SCHOOLS—Messrs. Breen, Mahoney and Schwartz.
- EVENING SCHOOLS—Messrs. Sullivan, Hendry, Kennedy, Dr. McAvoy, Beil and Rowell.
- TEXT BOOKS AND SUPPLIES—Messrs. Hyde, Mahoney, McCarthy, Kennedy, Andrews and Schwartz.
- JANITORS, SCHOOLHOUSES, SANITATION—Messrs. Hyde, McCarthy, Kennedy, Beil, McAvoy and Rowell.
- RULES—Messrs. Hyde, Sullivan, Mahoney and Rowell.
- SALARIES—Messrs. Breen, Hendry and Andrews.
- SPECIAL SUBJECTS—Messrs. Mahoney, Hendry, Sullivan, Kennedy, Beil and Andrews.
- SCHOOL FOR NON-ENGLISH-SPEAKING PUPILS—McCarthy, Breen, Hendry, McAvoy, Andrews and Schwartz.
- 

## MIDDLE AND PRIMARY SCHOOLS.

- Prospect Street, John R. Rollins, Storrow and Walton Schools  
—Messrs. Beil and Schwartz.
- Newbury Street, Harrington, Oak Street and Park Street  
Schools—Messrs. Rowell and Andrews.
- Amesbury Street, Hampshire Street and John K. Tarbox  
Schools—Messrs. Breen and Kennedy.
- Arlington, Franklin, Cross Street and Washington Schools—  
Messrs. Mahoney and Dr. McAvoy.
- Lowell Street, Essex, Riverside, Alexander B. Bruce and  
Warren Street Schools—Messrs. Hyde and Hendry.
- Saunders, Packard, Union Street and Emily G. Wetherbee  
Schools—Messrs. M. J. Sullivan and McCarthy.



# Report of the Superintendent of Schools.

---

*The Lawrence School Committee.*

Gentlemen:

The report for the financial year of 1909, herewith submitted, is the sixty-third in the series of reports of the Lawrence School Committee, and the sixth prepared by me.

This year I have departed from the form of report traditional in Lawrence, and instead of writing a detailed explanation of the expenditures and minute review of the year's work in the various departments of the school system, I have confined myself, in the textual treatment, to the discussion of a few problems which seem to me to be just now of supreme importance, and have left the figures and tables, transferred to the appendix, to tell their own story.

The report will not, on this account, be found lacking in information with regard either to facts of expenditure or of school growth and progress. On the contrary, these facts have never before been presented in such variety or minuteness. Whenever it was possible, comparisons have been made with previous years. Unfortunately, until within a few years this office did not collect, or at any rate did not preserve, data which would now be extremely valuable as measures of our growth and progress over a long term of years. For the present, therefore, most of the comparisons are necessarily limited to a period of four or five years.

There are a few matters which I have said I regard as of supreme importance just now. These are the problem of improving the quality of the supply of teachers, the need of adjusting our training school facilities to the vastly increased demands upon them,

the erection of a central elementary school, the reorganization of the school for non-English-speaking children, and a consideration of the problem of the educational waste resulting from retardation and elimination.

There are many other matters which might properly be brought within the compass of the report. A few of them are briefly touched upon in the closing chapter. But I have purposely refrained from writing about many interesting things, in order to save our energies for the more important matters which are pressing for settlement. Even these I have not attempted to treat at great length nor in much detail. Enough has been shown, however, to indicate that the problems are real, present and important.

## I.

### IMPROVING THE QUALITY OF THE TEACHING SUPPLY.

For the past ten years the School Committee has steadily adhered to the policy of appointing to positions in the grades none but graduates of the Lawrence Practice School. During this period, about one hundred and seventy young women have received appointments. Of that number, perhaps less than a dozen have not been regular graduates of the Practice School. And these exceptions, for the most part, were granted early in the period I am discussing. Practically all of the one hundred and seventy girls were residents of Lawrence at the time of their appointment. With the High School, too, the policy has been much the same. Of the seventeen instructors elected during the past eight years and still teaching in the school, only one—the assistant in the manual training department—is an “out of town” teacher.

The preponderance of the testimony of educational experience is to the effect that this is a policy which no city can adhere to exclusively over a long term of years without serious injury to its schools, unless all the while more than ordinary care is exercised in the selection of those who desire to qualify for positions as teachers in the schools where they themselves were taught. Nothing is better known to schoolmen than the tendency towards traditional

views of education and mechanical methods of teaching. This is peculiarly true in any school system where the teaching force is recruited exclusively from among those who have been themselves pupils in the same schools. The universal tendency of such teachers is to fall into the old grooves in which they were taught. Provincialism in any school system breeds self-satisfaction in the individuals composing it. And whenever these two get a foothold there are sure to follow in their wake indifference, stagnation, and retrogression.

It is only fair to say that, in my judgment, the schools of Lawrence so far have suffered no appreciable detriment from the policy of appointing only home teachers which, as I have shown, has been consistently pursued for ten years. There are several reasons for this. We have a Practice School of unusually high standard, in charge of a director of rare skill and power in developing and training teachers; we have also had during that time many forces in the system steadily working for progress; and, as has been pointed out, the effects of this system, wherever it has been maintained, have not been felt until after a considerable length of time. It is precisely because the policy has now been in force long enough to give a chance for some of its undesirable tendencies to reveal themselves that I take this occasion to suggest some measures to prevent a further development of these tendencies.

One of the first and most natural results of the policy that confines the supply from which new teachers may be drawn to a relatively few persons, particularly when the number of these persons is just about sufficient to supply the immediate demand for teachers, is a gradual lowering of the quality of those who offer themselves to the normal school. The effect of the policy is to make appointment to our schools practically non-competitive. And for this reason it is very natural that a good many graduates of our High School, either by their own initiative, or at the solicitation of parents influenced by what amounts almost to a guarantee of immediate employment for their daughters upon the completion of their course, are led to prepare themselves for teaching, who, if they had to compete for a position, as the graduates of most other high schools have

to do, in the open market, where the principle of the selection of the fittest rather than the election of all governs appointments, would very probably not have selected teaching as their vocation at all. There are other reasons, of course, which enter into the situation; but this is sufficient to indicate the general process by which the policy of the Board tends to encourage pupils of the High School to take the normal school course who do not possess in a sufficiently high degree the qualities which should be sought in those who are to be the future teachers of our children. As evidence of this artificial stimulus, the following facts are interesting. Five years ago the class which entered the Lowell Normal School from Lawrence numbered twelve. The class which entered Lowell in September of this year numbered 27. Of the class entering in 1904, nine were graduates of our High School; of that entering there in 1909, twenty-three were High School graduates. Thus, while the number of girls graduating from our High School in 1909 represents an increase of only 33% over the number graduating in 1904, the number entering the Normal School from our High School in 1909 represents an increase of over 225% over the former class. That is, the number of girls going to the Normal School is increasing nearly seven times as fast as the number of girls graduating from our High School. One who studies these figures would be almost justified in assuming that such a large increase during the past two years in the number of those desiring to become teachers in the Lawrence Schools, out of graduating classes only slightly increased in size, could hardly have been attended with no loss of quality. Both the testimony of the principal of the Practice School and the result of a thorough investigation, just completed, of their High School records leave no doubt that there has begun to show itself a tendency to a lowering of the quality of the supply from which we are later to take our teachers. A few general facts gathered from a study of the records of the girls who entered the Lowell Normal School from our High School in September will be sufficient, I think, to show what I mean.

Candidates from our High School may be admitted to a State Normal School without examination in any of the eight or nine

subjects required for admission, in which during their High School course they have attained a standing of eighty percent, as certified by the principal. Of the twenty-three girls who entered the Lowell Normal School this year, six were not certified in any subject, three were certified in but one subject, and four were certified in but two subjects. That is, thirteen of the girls were certified in not more than two subjects. In other words, less than half of the class had done more than a quarter of the subjects in the High School well enough to be marked "good."

Again, since the establishment of the elective system in the High School, there has been a distinctive course for pupils intending to enter the Normal School. This is a course designed to give to prospective teachers a broad and thorough preparation for the work they will be later called to do. The Normal School, too, in its advice to candidates "earnestly urges" them to take as full a course as possible "even though they should pursue studies to an extent not insisted on, or should take studies not prescribed in the admission requirements." In another place the circular admonishes candidates that they "should measure their duty of making adequate preparation not wholly by the subjects selected and the papers set for admission examinations, but by the larger demands their chosen vocation is sure to make upon them." Yet we find in this year's class that ten of the twenty-three did not take the full Normal School preparatory course, designed to secure the adequate preparation that the Normal School professes to desire. A specific instance of this is the neglect of drawing. For some time the principal of the Practice School has been repeatedly complaining of the poor preparation in drawing shown by the young women who come to her from the Normal School. Sufficient explanation of this is seen in the fact that of the class which entered Lowell in September, four did not take any drawing in the High School, and three more took the subject only one year.

Enough has been said, I think, to make plain that the Committee must straightway adopt measures that will call a halt to this slow but sure deterioration of the quality of the teaching supply which has already begun to set in, and which inevitably sets in after

a while in all school systems where appointment of teachers is governed by the policy now for ten years in full force in our city. I recommend, therefore, that a regulation be adopted to the effect that no person shall be placed upon the unassigned list who shall not, during her years in the High School, have completed the full preparatory course for the Normal School, and so certified to the Committee by the principal of the school, or who shall not have taken a course which in the judgment of the Superintendent is the full equivalent of the normal school course. Indeed, I do not think it would be too exacting a measure if a rule were adopted which would admit to the unassigned list only those graduates of the High School who were certified to the Normal School in a majority of the required subjects, with the added provision that any graduate, not so certified, might, because of conspicuous success in her practice work, be subsequently approved by the principal of the Practice School. Such a regulation would, to be sure, reduce the number of future candidates for positions in the school. But that would not be a wholly undesirable effect. At the present rate, the output from the Practice School for the next two or three years will be much larger than is likely to be needed to supply vacancies, and in my judgment the presence of a large waiting list has never proved desirable from any point of view.

Something can be done in the High School, too, towards strengthening the work in the Normal School preparatory course. It is in many ways the most vital work that the school can do. The pupils taking the course should be from the start in the hands of the strongest teachers. The standards of the course should be no less high than those that every high school sets for the small contingent that prepare for college and the technical schools. Something can be done, too, without the force of a School Committee regulation, to induce the best pupils to undertake the normal school course and to discourage the less fit and the unfit. No better service could be rendered by the High School to the future of the public school system than to encourage the capable to prepare themselves for teaching and to discourage the presumptions of the incapable.

In this discussion, the fact has not been overlooked that the High School does not furnish all of the normal graduates, and that those others are not subject to our control in their pre-normal school period. It remains true, however, that the High School does, and always will, furnish the large majority of prospective teachers. For the others, as well as for our own, we must rely, chiefly and finally, upon the Normal School for a sifting of the capable from the incapable. The Normal School is distinctly a professional school, in charge of those who are, presumably, experts in discovering and developing promise of teaching ability. Neither entrance to nor exit from a Normal School should be regulated by any other consideration than what is best for the schools of the Commonwealth. The teachers of a normal school can do no better thing than to select from such as apply those who show a fitness for the training, make clear to these their power, and give them faith in themselves for this service; and at the same time, by the example of their own teaching, to show to the unfit the unwisdom of their choice.

Between the Committee and the Normal School there should be mutual understanding, co-operation, and good will. I have in this chapter indicated some of the things which I believe the School Committee should do. I have faith that the principal of the Normal School will be found ready to co-operate with the Committee, to the limit of his power, in removing a condition that as superintendent of schools I cannot contemplate without some misgivings for the future.

## II.

### NECESSARY RE-ADJUSTMENT OF OUR PRACTICE SCHOOL FACILITIES.

When in 1905 our Practice School was removed from its crowded quarters in the Oak street schoolhouse to the commodious Gilbert E. Hood School, open then for the first time, it was thought that the facilities offered in the new building would be ample for

years to come; but the large and unexpected demands at present being made upon it by the greatly increased number of girls offering themselves for training, as has been shown in the preceding chapter, has brought about a condition in the Practice School quite as critical as that which formerly existed in the Oak street building, and which will make imperative soon a radical change in our system of managing the practice work.

For a clear understanding of the situation, it may be well first to review briefly the present plan of practice teaching under the agreement with the State Board of Education.

During their second year as members of the Lowell Normal School, Lawrence girls devote seven months of the ten months constituting the school year to academic and theoretical work in Lowell and spend the three remaining months in practice work in our local training school. At the expiration of two years, students who have completed satisfactorily the prescribed course of study at the Lowell Normal School are regularly graduated from that institution. Lawrence girls then return to us to undertake a five months' course of uninterrupted practice work. During this last half year of practice work each pupil teacher has charge of a room. The work is so arranged that the pupil teacher meets different groups of children from those she encountered during her undergraduate periods of practice and observation. Upon the satisfactory accomplishment of this supplementary course in our local school, the young ladies are recommended for graduation by the principal of the school and their names are placed upon our unassigned list by vote of the School Committee.

Thus, each year two girls of the graduate class and three girls of the under-graduate group are by turns engaged in teaching a single class, the two former for half-year periods, the three latter for three months' periods. That is, the children of each class room used for practice purposes are subjected to the teaching of five different teachers, not including the critic teacher who, under the present system, supervises the work of two practice rooms and gives frequent model lessons.

Recognizing the ill-effects of such promiscuous teaching upon the children, when the Gilbert E. Hood School was organized as a Practice School it was planned to have six rooms used for practice work in charge of the novices and an equal number of rooms in charge of regular teachers, all of whom were appointed because of their experience and success. And the distribution of the pupils at the end of each year was so arranged that the children who had spent a year in the hands of the teachers-in-training should for the next year be assigned to a regular class room. Thus it was sought to neutralize so far as possible the effects of a year of practice teaching upon the children by an alternate year of expert instruction under a regular teacher.

To some extent for the past three years, and to a much larger extent this year, it has not been possible for the principal to alternate practice and regular teaching. In the school year of 1905-6, the first year of the new Practice School, there were, in all, nineteen girls under training. Last year there were thirty-four pupil-teachers; this year, forty-seven. In consequence of this increase, instead of using but six rooms for this purpose, as was originally planned, there are now thirteen rooms where practice teaching is carried on. Next year provision will have to be made for about sixty training girls—a condition that the school cannot meet without lessening considerably the present amount of practice work that each girl in training should get, and without demoralizing the work which is the first purpose of the school,—to teach the children who go to school there. The situation is beyond all calculation, and calls for a radical change of the present plan.

I am unable to offer in this report any clearly-thought out plan for the future conduct of our practice teaching, though a good deal of thought has been given to the matter. It is certain, however, that in the future there must be opened a larger field for practice than the facilities of a single school permit. The problem contains not a few practical difficulties; but they are not insurmountable, and should not be permitted to stand in the way of the main issue—better training opportunities for our future teachers, with the least possible detriment to the pupils upon which it is

necessary that they should practice. I commend the matter to the early consideration of the Board.

### III.

#### THE NEED OF A CENTRAL ELEMENTARY SCHOOL.

Last year I discussed in considerable detail the need of a large elementary school in the central part of the city and recommended that the Committee take under conderation the feasibility of building upon the present site of the Old High school, Oliver, and Oak Street schools, one large building or a closely co-ordinated group of buildings which would furnish accommodations for this rapidly growing district for years to come. What I wrote at that time is still so pertinent and covers the ground so well that I take the liberty to repeat here the substance of what I then submitted upon the subject:

"This is not the first time that a plan has been brought forward which contemplated the demolition of the Oliver. Twenty years ago, a special committee composed of Messrs. Peter Lyall, R. A. McAyeal, D. F. McCarthy, William McCullum, and John L. Brewster, in reporting upon the future educational needs of Lawrence, referred to the Oliver as follows: "The Oliver school is conveniently situated for the second, third, and part of the fourth ward, but the building is old, many of its rooms are poorly lighted and its safety has been more than once called into question."

That was twenty years ago. Eleven years ago, at the time the building of a new High school was under consideration, Mr. Burke, then superintendent of schools, proposed a comprehensive plan, which included the erection at once of three grammar school buildings, one in Ward Five, one north of the Spicket and one south of the Spicket on Lawrence street. One of these buildings, as soon as completed was to be used temporarily by High school pupils, and the two others by pupils of the Oliver and the Training schools. The abandoned buildings were then to be razed, and in their places a new modern High school erected. Mr. Burke's plan was at the time scouted as visionary and extravagant. Yet, notwithstanding, two of the buildings were actually erected within six years from the time he wrote his report, and those two cost as much money as his three called for. The third building—the one for the pupils of the Oliver—has not yet materialized. Of the Oliver school, Mr. Burke wrote at that time :

"It has no system of ventilation whatever; it has features that make it decidedly objectionable from a sanitary standpoint; it is woefully ill-lighted. Not infrequently all the rooms must be lighted by artificial means. Two rooms upon the second floor and the six upon the lower floor are artificially lighted a great part of the time. Some of these class-rooms are familiarly known among the pupils as "dungeons." It is criminal to oblige children to occupy a building in which nearly every hygienic law is disregarded. The eyesight of our children should be sacredly protected, and never in the slightest degree impaired. This building contains sixteen rooms, all filled at the present time; four of these are upon the third floor. The stairways are inadequate and the entrances are insufficient. The result of a fire or of a stampede in this building would be something terrible to contemplate. It is even more dangerous for evening classes than for day pupils because in the evening it is ablaze with lights. Evening school classes are moreover deserving of a building which possesses a system of ventilation."

Regarding the feasibility of making over the Old High school into quarters for elementary school classes he wrote:

"This building was ill-designed for a High school, but it has no adaption whatever for elementary school purposes. Reconstruction would involve the removal of all the interior, the re-arrangement of entrances, and the enlargement of light areas. I doubt if sufficient surfaces for light can ever be secured. But, admitting that they may be, other demands are presented that are difficult of fulfillment. The State District Police will insist upon adequate heating and ventilation by some approved system. The introduction of ducts will give a misshapen appearance to the class rooms. The mechanical plant for this system must be placed in the basement of the building. The remodelling of the old building will approximate, if not equal, the cost of erecting a new one and will never afford the same degree of satisfaction or of service. When the High school pupils vacate this building, so far as school purposes are concerned, its value will be determined by the number of bricks and the feet of timber that it contains."

Notwithstanding the unadaptability of the Old High school building to the use of elementary classes, it has become necessary to use it for such purposes, and it is now being so used, both night and day. But it is an educational misfit in every respect.

The Oak street building belongs to the same category. Because of the crowded condition recitations go on constantly in dressing rooms, in which some part of every day there is scarcely light enough to read.

There are, besides, conditions existing in the Oliver district which make more insistent the need of a new building than at the time the report from which I have quoted was written. At that time the Amesbury street building took care very comfortably of the lower grade children. Now there are eight teachers in the four rooms with a membership of from fifty to seventy in each room. The Walton school had then only one hundred pupils in four rooms. Now after a whole grade has

been removed from it, its first-grade rooms have fifty-five pupils, requiring two teachers in a room. In like manner the Newbury, Harrington and Oak street schools are crowded, although from each a grade has been transferred elsewhere. When the report was made in 1897 there were 1561 pupils in the district south of the Spicket, between Newbury street and Hampshire street. Five years later that number had fallen to 1378. Today the number is 1947, an increase of nearly 600 in four years. There has since 1904 been a steady increase of the school population of this district, due to the incoming of an entirely new population, mostly of non-English speaking peoples who have taken up their abode in the homes of the original inhabitants. This change of population is going on constantly and will continue yet for a good many years. The children of these immigrants need the best, and deserve the best, school facilities which can be contrived. They are not getting them now, and cannot get them until we can get them out of crowded and unsuitable classrooms.

In this discussion, the claims of the evening school pupils have not been emphasized, though their claims ought to constitute a most important consideration. It is in two of these buildings that more than two-thirds of all the evening school pupils are enrolled. This work, by all odds the most difficult in public school experience, is made doubly difficult by reason of the lack of proper schoolroom facilities. In planning schoolhouses to meet the educational needs of the next ten years no scheme will be complete which fails to take into account this rapidly growing and very important branch of public school service."

The past year has served to make more evident the needs of this district for more class rooms. At the present time there are 2050 pupils in this district, an increase of 103 pupils over last year, and total increase of nearly 700 pupils in the last six years,—a number alone sufficient to fill a sixteen room building. In ten class rooms more than fifty little children are crowded, and in four of these the number reaches the criminal number of seventy. As a consequence of these overfilled classes seven extra assistants are employed, at an annual cost of about \$5000. The conditions are sure to be worse next year and in three or four years—a good while, probably, before relief will be in sight—they will have become almost impossible. I repeat, therefore, my recommendation of a year ago that the Committee seriously undertake a consideration of what is feasible to be done to give the central district of the city proper school accommodations.

## IV.

REORGANIZATION OF THE SCHOOL FOR NON-  
ENGLISH-SPEAKING PUPILS.

The present school for non-English speaking children was opened in January 1906 to meet the requirements of the statute, then effective for the first time, compelling the attendance upon day school of minors under sixteen years of age unable to read and write simple sentences in the English language. It was not then foreseen that the school would permanently remain one of large numbers, as the membership at the beginning was made up almost wholly of boys and girls who under the provisions of the new law had been obliged to leave their employment in the mills and report to school until such time as the requirements of the law should be complied with. It was supposed that as fast as their obligations were removed, either by reaching the age of sixteen or by acquiring sufficient knowledge of English to satisfy the demands of the law, which were at first very moderate, the number attending the school would rapidly decline. In a measure this was true, but the increasing number of children arriving in the city under sixteen years of age, and illiterate in the meaning of the law, together with the fact that gradually younger pupils, who in the absence of such a school would have been enrolled in the ordinary schools, has had the effect of keeping the membership at a point only slightly decreased from the initial enrollment. Thus in 1906, the first year, the average membership of the school was 172; in 1907 it was 152; in 1908 it was 134. This year it was 218. Half of the pupils are over 14 years of age and all but a few of the other half are between 12 and 14. Sixty percent of the pupils are boys.

There is no longer any doubt that this school will remain permanently a large school. No other school is doing work more important and no other school is doing work so difficult. For this reason, I believe it is time that the school should be put upon a basis, in point of equipment and instruction, in keeping with the importance and the difficulty of the work. The scheme of

instruction should include more things than learning to read and write. Especially should plenty of manual work be introduced, with proper equipment and expert teaching. So, too, the simple elements of history and geography should be introduced as soon as sufficient knowledge of English has been acquired. True, some of these things are already in the school; but the course needs systematizing and vitalizing. Most of all, the teachers should be the best whom we can induce to undertake the work. This is not meant to be a reflection upon the young teachers who, with but one or two exceptions, have so far carried on the work. I believe it is true that with two exceptions, in the four years of its existence, the school has been supplied with teachers fresh from the unassigned list. The two experienced teachers who were assigned there served only a short time before they were transferred to other schools. Against these young teachers, called upon to face a more difficult situation than exists anywhere else in the city, I have no criticism to record, so far as relates to shortcomings for which they themselves have been responsible. All of them have been faithful, and some of them have been successful beyond expectation. It is simply an impossible task for the majority of young and inexperienced teachers; a situation which few beginners, unless they be possessed of unusual native strength, can be expected to cope with successfully. It is, in a sense, an injustice to most young teachers because it increases perilously their chances of failure, when they themselves may be not at all blamable for their lack of success. It is the one school in the city to which no teacher should be appointed from the unassigned list.

All these things are said advisedly and with the utmost kindness toward the teachers who are now, or have been, connected with the school. Some of them I have already said have been all that could be desired. And it must be remembered all the time that the ordinary difficulties of such a school are increased many fold by the wholly unfit conditions under which the work is carried on. The school can never do its work right until it is properly housed. Nevertheless, a good deal can be accomplished by strengthening the teaching. Some of these young teachers should be transferred to

schools where they can do themselves and their pupils more justice and in their stead there should be assigned teachers of longer experience and greater power. These should be the most skillful, the most sympathetic and the most loyal teachers that we can induce to accept the responsibilities and the difficulties of this special work. Their salaries should be fixed a hundred dollars in excess of the regular schedule salary for any year, and only considerations of especial fitness for the work I have been describing should influence their selection. I recommend that this be done before the opening of the school in September next.

## V.

### THE PROBLEM OF THE BACKWARD CHILD: RETARDATION AND ELIMINATION.

Backward or over-age pupils constitute what is probably the most important single school problem. Moreover, they are the cause of many other school room problems. In current educational literature, in educational periodicals, and in school reports more and more space is being devoted to this group of problems. When, therefore, in October of this year your Superintendent was authorized to arrange a series of pedagogical lectures for the benefit of the teachers, he engaged Mr. Leonard Ayres of New York City, an expert educational statistician and secretary of the Backward Children Investigation under the Russell Sage Foundation, to give a course of five study-lectures to the teachers upon the subject to which he has given years of research—the problem of the backward child. The course was as follows:

- I. November 23—"Retardation Among School Children; its Significance and Cure."
- II. November 30—"The Relation of Physical Defects to School Progress."
- III. December 7—"The Problem of the Backward Child in the Primary Grades."

IV. December 14—"How we are Assimilating the Immigrant Educationally."

V. December 21—"How the School is Solving the Problem through the Wider Use of the School Plant." (Illustrated by Stereopticon.)

The lectures were illustrated by numerous charts, a few of which, representing graphically conditions in Lawrence with respect to retardation and elimination, are here reproduced because of the value to the teachers of these records in permanent form. In presenting them a few comments upon them are submitted for the sake of a clearer understanding of them.

Diagram No. 1 shows the ages of children in the different grades in December of the present year.

It will be noticed that there is a heavy broken line running diagonally through the table. In each grade this line divides the children into two groups, leaving above the children of normal and below the children who are above normal age,—these are the backward or older children. It will be seen that 17 percent are above normal age in the first grade; nearly one-third or more of the children over age in the grades up to the seventh; then a considerable decline to 17% in the eighth grade. In the grades as a whole 28 percent, or more than one-fourth of all the children, are above the normal age class. This would seem to be a very large percentage of over-age children. Yet the average percentage in cities throughout the country is about 33 percent, or one-third of all. Considering the fact that there enter every year into our lower grades foreign children, who are a good deal older than the normal age of children in those grades, Lawrence makes a very respectable showing in the matter of over-age children.

The fact that there are many backward children in every school system is largely to be explained by the fact that many children do not progress as they should, that they are not regularly promoted. This brings it about that the lower grades of any school system are always somewhat swollen by the presence in them of children who theoretically should have been promoted into the

## DIAGRAM No. I.

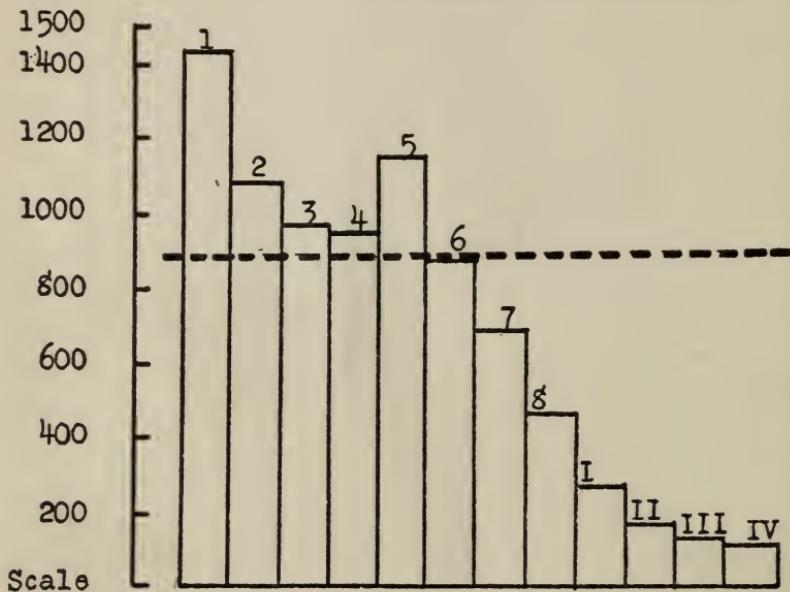
In general the criterion which has been adopted is that the child who is eight years or older in the first grade may be considered as above the normal age for that grade; in the second grade the dividing line is nine years; in the third grade ten years, and so on. The following table shows the age and grade distribution of the children in the public schools of Lawrence in December, 1909. The numbers below the heavy lines are over-age for these grades.

Years Old	GRADES								Totals
	1	2	3	4	5	6	7	8	
4.	I								I
5.	233	I							234
6.	715	138	I						854
7.	408	404	III	I					924
8.	128	318	331	109	3				889
9.	46	157	270	317	136				926
10.	35	61	148	202	229	121	I		797
11.	18	35	65	167	218	243	102	5	853
12.	13	29	47	98	154	236	233	82	892
13.	18	22	69	77	135	180	244	215	960
14.	10	23	33	27	39	72	79	125	408
15.	4	II	7	10	8	9	20	56	125
16.	2	2	I			I	3	28	37
17.						2	I	4	77
Totals	1631	1201	1083	1008	922	864	683	515	7907
Above normal age.	274	340	370	372	336	264	103	88	214
Perc't above normal age.	.17	.29	.34	.37	.36	.31	.15	.17	.28

upper grades. On the other hand, these upper grades are always much smaller than the lower ones. This is primarily because they are depleted because of the falling out of the children who have spent so much time in the lower grades that on reaching the limit of the compulsory attendance period they have found themselves

#### DIAGRAM No. 2.

The upright columns represent the membership of the grades from the first primary to the fourth high school. The dotted line shows how many pupils enter the system each year.



In the first five grades the pupils above the dotted lines are repeaters. In the seventh and eighth grades many pupils have fallen out.

in the fifth or sixth grade and have dropped out. This depletion of the upper grades is also, of course, influenced by the fact that some children die, while the larger numbers in the lower grades are influenced by the increasing population.

Something of the efficiency of a school system may be judged by the comparative size of the upper and lower grades. The lower ones must always be bigger and the upper ones smaller, but if the

upper ones are too small in proportion it means that the school is not doing so well as it should in carrying its children through the course.

In Diagram No. 2 the upright columns represent the membership in each one of the elementary and high school grades in 1908. The heavy dotted line is drawn at a level which represents the computed number of children entering the system each year. Thus we have in the first grade the portion of the diagram below the dotted line representing the children who enter during the current year; and the portion above the dotted line representing the children who were left back from last year, either through late entrance, non-promotion, or from any other cause. It will be seen that our school system carries practically all of the children through the first six elementary grades. In the seventh and eighth grades there is a sharp falling off followed by further reductions through the high school grades.

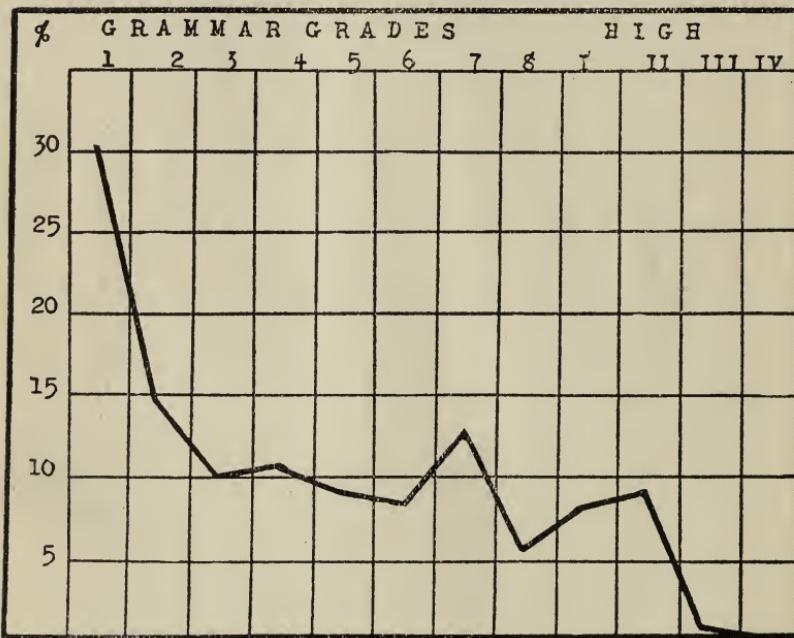
The diagram shows in graphic form one of the problems which confronts American educators. That is the problem of how to carry practically all of the children who enter the schools through the entire elementary course. It is, however, cause for congratulation that the schools of Lawrence make as good a record as they do in this respect. As a result of careful and extensive computations it has been ascertained that the average school system in this country carries less than half of its children through the elementary grades. Lawrence carries a half through. In the average system only one child in ten completes the high school course. In Lawrence the proportion is a little better than this.

It has been explained in the foregoing diagram the portion above the dotted lines represents the pupils in the first five grades who for one reason or another are repeating the work of those grades. While some of this repetition is always unavoidable it is nevertheless true that the percentage of repeating pupils offers one measure of the efficiency of a school system. In the average system these pupils constitute about one sixth of the entire membership. In Lawrence they constitute less than this—the proportion being about one-eighth.

The fact is important from the economic as well as the educational viewpoint, for it is evident that money spent in carrying children for the second, third or fourth time along the paths they have already traversed is not being put to the best educational use.

### DIAGRAM No. 3.

Percent failing of promotion in each grade of the Lawrence schools in 1909.



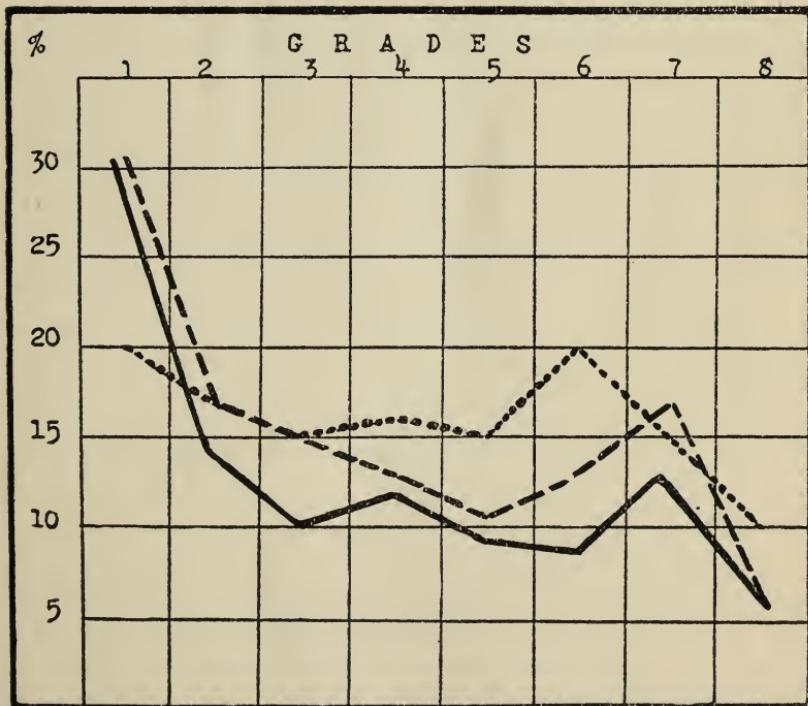
It would be better spent in carrying these same children through the upper grades and the High School.

The discussion of the number of children who are repeating grades naturally brings us to the question of where children fail most in the school course. The facts for the elementary schools are presented in graphic form in the Diagram No. 3 in which the heavy black line shows the proportion of pupils failing of promotion in each one of the eight grades. It will be noted that the propor-

tion is high in the first grade, then it falls steadily from the second to the fifth, rises sharply in the seventh grade, and falls to its lowest point in the eighth grade. This sharp falling off at the end of the course is probably to be accounted for in two ways. First, the children who get through to the end of the course are in some measure picked pupils; they are the survivors—the more

DIAGRAM No. 4.

Percent failing in each of the elementary grades in Lawrence during the past three years. 1906-7 dotted line; 1907-8, dashed line; 1908-9, solid line. In general there have been fewer failures each year.



fit. In the second place, the pupil who succeeds in reaching the eighth grade will generally study hard enough to obtain a diploma. There are few failures in the eighth grade. During the first two years

of the High School course there is considerable increase of loss. It practically disappears after the second year in the High School.

Diagram No. 4 shows in a very graphic way the progress we have been making in our effort to stop some of the waste which is caused by the large number of pupils that are annually compelled to repeat grades. The diagram shows steady progress in the right direction during the past three years.

In the endeavor to discover whether conditions are improving or retrograding with respect to the proportion of pupils carried into the upper grades, a careful study was recently made by the Russell Sage Foundation of New York City. Figures for fifty cities covering conditions for the past twelve years were tabulated. In each case the computation was made to discover what proportion of the pupils in the elementary school were in the four lower grades, for if an unduly large proportion of the children of any school system are found year after year in the lower grades there is something wrong with that system.

In general the results of the study showed that there is a slight but general improvement in most cities. On the average this improvement amounted to a little less than four per cent in the past twelve years. Applying this same computation to conditions in Lawrence very gratifying conditions are brought to light. The data here are available for the past four years only, but during that time there has been an improvement of over six per cent. That is to say, so far as the data are available they show that conditions in Lawrence are improving about four times as fast as in the average city.

While objections more or less legitimate may be brought against any mathematical method of computing the efficiency of the school systems, the comparisons which have been referred to are in any event as fair to one city as they are to another. It is, therefore, of some satisfaction to know that Lawrence stands well in these comparisons.

While the investigations of the Backward Children Commission seem to have shown that Lawrence is somewhat better off than the average city included in the investigation of Mr. Ayres, we

should not on that account rest content with our present standing in respect to retardation and loss of pupils in the grades. 'The "average" city is not a good model to follow. There is a large grain of truth in the paradoxical saying that average things are a good deal under the average. Besides, if we already have succeeded in getting into the better class of cities in the solution of the problem, there is all the more reason why we should push our advantage further, for every gain in this direction is a distinct gain not only educational, but financial as well. No better illustration of the money value of the elimination of the backward pupil could be desired than the fact that every child who is obliged to repeat one grade really increases the cost of his instruction by an amount equal to that of the annual expense of educating a pupil in the school. A thousand grade children "repeating" is in reality an extra annual cost of \$25,000. To be sure, retarded children often leave school before finishing the course, and so the city may not actually pay more for his total schooling than if he did not lose promotion at any time and remained longer in school. To this it need only be said that the failure of any city to carry all the children possible through all the grades of the elementary school brings a loss to the community which cannot be measured in terms of dollars and cents.

The greater part of any improvement which we may look for in handling this difficult problem must come from better teaching and truer views upon the part of teachers of the relation of the public school to the children, and the ultimate purpose of public education. But there are defects in our present dealing with the problem which are purely matters of organization and not of teaching, the removal of which is the business of the Committee. I shall suggest two or three.

Probably the most prolific cause of the presence of the backward child in our schools and the loss of children in the upper grades is the plain fact of irregular attendance. The school cannot teach the absent. Irregularity of attendance means irregularity of promotion. Failure to be promoted results in retardation, and

the much retarded child does not as a rule remain to finish his school course.

Mr. Ayres showed in his discussion of this phase of the backward child problem how deceptive are the ordinary measurements of attendance. These measures are almost universally total enrollment, average enrollment (or average membership) and average attendance. These terms have been used so long and so universally without analyzing how they are obtained and what they mean, that the school system that can report 90% or 95% attendance is accustomed to feel proud of its high standards of school attendance. As a matter of fact, percent of attendance is not a true measure of regularity with which the children of compulsory age attend school. In almost every school system provision is made for dropping from the membership a pupil who has been absent a certain number of days. In Massachusetts this is done after 10 days of absence of a pupil. In this way, the average membership is automatically kept just a little above attendance, with a consequent high percent of attendance. Besides, this percent of attendance tells us nothing about the number of children who are present all the time, or three-fourths of the time, or only half the time. And it is very evident that a pupil absent half of the time or even one-quarter of the time, is going to lose promotion and be known sooner or later as a backward child. The ninety or ninety-five percent of attendance does not look so good to us when there is placed beside it a distributive table showing the number of pupils attending for a different number of days. An investigation of Mr. Ayres of the registers of many cities has shown that in most of them less than three-fourths of the children continue in attendance as much as three-fourths of the time. No wonder there is so much retardation in the schools.

One of the most effective ways, then, to reduce the number of backward children is to investigate promptly every case of irregular attendance, and to ascertain the cause, and, if possible, remove it. To do this it is necessary that our force of truant officers should be given better facilities to attend to the many daily calls made upon them to investigate the absence of children from

school. It is unnecessary to go into the details of the matter here. I shall early in the year submit to the Committee some recommendations as to certain improvements necessary in our present system of truant officer visitation to enable it to discharge more effectively its very important function in the public school system.

Special classes for truants and defective children, such as are being established in the more progressive cities, would accomplish much good in our own city along the lines which I have been discussing. In the last ten years we have sent the County Truant School sixty-seven boys for persistent truancy. In the same period probably an equal number have been placed on probation by the Court. Many of these cases could probably have been checked in their incipiency if we had one or two special disciplinary classes in the city, in charge of strong and attractive teachers, with a course of study of such a character as to appeal to the needs and interests of these delinquents—a course of study abridged, amended, and attractive, including definite, vocational work. Commitment to the County School should be reserved as the last resort, after these special classes have failed to cure.

Another need in our school system is the establishment of special classes for children of sub-normal mental development, who need radically different treatment and instruction from those which the ordinary class room can furnish. A recent report of the principals shows that there are now in the schools upward of fifty boys and girls who may be distinctly classed as defective. These little unfortunates need and should have the best facilities that is in our power to offer. They cannot get them except in special organized classes. The present school for non-English speaking pupils is an example of the advantage of such special schools. Without this school, the regular schools of the city would be now burdened to a very serious extent.

One other point in our school system where the outlay of a small sum of money would save a good many pupils who fail in their work, and in consequence drop out of school, is in the first year of the high school. Diagram No. 3, a few pages back, shows that from the very low percentage of failure in the last year of the

grammar school there is a considerable rise of the percentage of failure in the first two years of the high school course. This is true of every high school. Indeed, I believe that there is less of it in the Lawrence High School than in the average high school, because for the past five years especially a mutual effort has been made by the high school and grammar school to "bridge the gap" which has notoriously existed everywhere between the elementary and the secondary school. The promotion results of the last school year printed in the appendix show the proportion of non-promoted pupils in the eighth grade to be 6% of the pupils on the June list. In the first year of the high school the proportion of non-promoted pupils was 8%, and in the second year 9%. After that there were practically no failures at all. The actual number of failures, however, is not recorded in the promotion lists, for the reason that pupils in the high school are beyond the compulsory school age, and may leave school at any time. In the grades, for the most part, pupils are not old enough to leave school even if they do fail, and almost the whole number of failures have to be carried into the non-promotion column. It is probably true that the loss in the first year of the high school is usually not much less than 20%, or a fifth of those who annually enter there. If even half of this number could be tided over this critical year, it is likely that most of them would remain to graduate. I believe, therefore, that it would be a wise expenditure of money if an additional teacher, able and sympathetic, were assigned to the High School whose special business it would be to give special help, under direction of the master, to pupils of the freshmen year who find it difficult to meet at first the new and more difficult demands which the high school is obliged to make upon its pupils. I heartily recommend such action by the Committee.

No discussion of the problem of the backward child would be complete without reference to the important relation which physical defectiveness bears to it. There is a strong relation between the health of children and their progress through the schools. Commenting upon this in his notable book "Laggards in our Schools", Mr. Ayres writes:

"This is a field in which our knowledge is as yet but slight and incomplete. The task confronting the new hygiene and the school doctor is a mighty one, but one which is unsurpassed in possibilities for good. As medical inspection is at present conducted in our schools the net result too often consists in piling up statistics as to the sum total of each sort of defect discovered. Moreover, there is usually little or no discrimination between different sorts of defects. The significant and the non-significant are lumped together.

These conditions are bound to change. When medical inspection is administered by school departments so that educational men and women take a real interest in the results of the examinations; when the cases are followed up so as to insure something being done to remedy the conditions discovered; when the school nurse becomes a permanent feature; when we learn to discriminate between significant and non-significant defects; and when school doctors learn to tabulate their statistics by age, sex, grade, progress and defects so as to make the figures tell their story; when all of these things come to pass, as they will some day, we shall see as a result a very considerable reduction in the amount of retardation in our public schools."

I believe it to be very unfortunate, from an educational standpoint, that the work of the school physicians in Lawrence is not under the direction of the public school authorities. Still, in spite of this separation of authority and, to some extent, of interests, I believe it would be possible to establish closer relations between the School Committee and the school physicians than have so far existed. Except for the formal monthly report, which, as Mr. Ayres has said, is nothing more than the sum total of the defects discovered, and which falls upon the ears of most of the laymen on the Board as a succession of unpronounceable medical names, there is no communication between the two bodies. Medical inspection of schools cannot do its best work under such conditions. There should be frequent conferences between the two bodies, frequent exchange of knowledge, experience and suggestion. The School Committee could learn much about the problem from the

school physicians, and it is not impossible that they in turn might find something worth while in the educational experience of the school authorities. I hope that some such union of effort may be brought about this year.

## V.

### MISCELLANEOUS.

#### *Acquiring a System of Playgrounds.*

On May 12, 1908, the following "Act To Provide For Public Playgrounds in Certain Cities and Towns" was signed by His Excellency, Governor Guild.

Section 1. Every city and town in the commonwealth having a population of more than ten thousand, accepting the provisions of this act shall, after the first day of July in the year nineteen hundred and ten, provide and maintain at least one public playground conveniently located and of suitable size and equipment, for the recreation and physical education of the minors of such city or town, and at least one other playground for every additional twenty thousand of its population.

Section 2. Cities and towns may appoint, and determine the compensation of, a qualified supervisor of each playground, who shall direct the sports and exercises thereon.

Section 3. In cities and towns where the provisions of this act are not already satisfied, land for the purpose aforesaid may be taken, and the money necessary to pay for such land may be raised in accordance with section nineteen, twenty and twenty-one of chapter twenty-eight of the Revised Laws; and any land owned by the city or town may be set aside by vote of the city council, or of the board of selectmen, for the purposes of this act.

Section 4. In cities and towns which have a population of more than ten thousand, and which have not already satisfied the provisions of this act, the following question shall be placed on the official ballot at the next city or town election: Shall chapter 513 of the acts of the year nineteen hundred and eight, requiring certain cities and towns to provide public playgrounds, be accepted by this (city or town)?

Section 5. This act shall take effect in any city or town to which it applies upon its acceptance by a majority of the voters voting aforesaid.

At the State election in November, 1908, the voters of Lawrence accepted this act, in accordance with the provision in Section 4, by a vote of 7,533 to 1,406, and it will be binding on the city from the first day of next July.

So far as my knowledge goes, the only step Lawrence has taken towards compliance with the law has been the purchase for playground purposes of a small lot of land facing the John K. Tarbox school. This playground was secured as the result of a concerted movement by the parents of the Tarbox School district under the leadership of the master.

The possession by the city of certain open spaces like the common, Bodwell park, and South Union park, does not fulfill either the letter or the spirit of the law. The act requires that the lawful number of playgrounds shall be maintained and *equipped* for the recreation and *physical education* of minors. The intention of the law is clearly to provide a sufficient number of *equipped* play-grounds for the especial use of boys and girls. For this reason a larger number of small playgrounds, of which the one acquired this year is a good example, is a good deal better than one or two large playgrounds. The idea of the equipped, supervised playground is so new to people generally in Lawrence that when they think of a playground they think of a large athletic field like the play-stead, affording opportunity for playing baseball and football. The playground most needed, and the kind of playground contemplated by the Act of 1908, is rather the smaller playground, *equipped with apparatus and supervised by some competent instructor*, where not only recreation but *physical education* also may be secured for boys and girls.

These should, wherever possible, be close to school buildings. The playground movement is distinctly an educational movement and for that reason should be, and assuredly will be, under the management of the public school authorities. Ten years from now a schoolhouse without a playground, properly equipped and supervised, will be thought as incomplete as a schoolhouse of the present day without a manual training room or an assembly hall.

It is, therefore, eminently proper that the School Committee should be foremost in the movement to secure these playgrounds. And they should lend to it not only their official approval, but their active individual support as well. I suggest, therefore, that a special committee be appointed to study the playground question, with the view to the needs of the city as a whole, and report back to the Board some plan of action to present to the City Council for the acquiring a system of playgrounds, as closely co-ordinated as possible to the schools, which shall guarantee to the children of the future places where they can spend happy, wholesome hours, build up strong useful bodies, and learn the first lessons of their social privileges and obligations.

*The Proportion of Time Given in the Teaching of the Fundamentals in the Modern School as Compared with that of Thirty Years ago.*

Every now and then somebody who knows very little about what the schools are really doing and whose desire to make a sensation is stronger than his regard for truth comes out with the statement that the schools of the present day are shamefully neglecting the teaching of the "fundamentals" in their mad pursuit of what are called "fads and frills". Every schoolman knows the falsity of such a statement, but it is sometimes difficult to prove it to the satisfaction of the public because of the absence of any authentic records of how much time was given to the various subjects in the schools of thirty or forty years ago. In the whole series of Lawrence school reports there is but one record of the time allowance for the different subjects in the elementary schools. That is for the year 1873, thirty-six years ago. That is long enough ago to bring us back into the "palmy days" of common school education, before "fads and frills" came to usurp the place that rightly belonged to "bread and butter" studies. So I have thought it might be worth while to set down here a comparison of the amount of time each week given then to the fundamentals and the present time allotment to the same studies. These by general con-

sent include the study of reading, writing, arithmetic, spelling, language and grammar, geography and history.

In 1873 there were nine grades in the elementary schools of Lawrence. Now there are eight. In 1873 the school week was 26 hours long. Now it is  $23\frac{3}{4}$  hours long. In 1873 there were  $24\frac{1}{2}$  hours in the school week, excluding recesses. Now there are  $22\frac{1}{2}$  hours. There are at the present time slight variations in the amount of time given to the fundamentals in the seven grammar schools, due to differences of organization and the exigencies of program making. In the comparison the average number of hours is given.

	1872	1909
Number of hours of school per week, exclusive of recesses:	$24\frac{1}{2}$ hrs.	$22\frac{1}{2}$ hrs.
Number of hours per week given to the "fundamentals":		
Seventh grade,	$17\frac{1}{2}$ hrs.	Sixth grade $16\frac{1}{2}$ hrs.
Eighth grade,	$18\frac{1}{2}$ hrs.	Seventh grade, 17    hrs.
Ninth grade,	$17\frac{1}{2}$ hrs.	Eighth grade, $17\frac{1}{2}$ hrs.
Percent of whole time given to fundamentals:		
Seventh grade,	71%.	Sixth grade,    73%.
Eighth grade,	$76\frac{1}{2}$ %.	Seventh grade, 76%.
Ninth grade,	71%.	Eighth grade, 78%.

Thus it will be seen that the place of the fundamentals has not been usurped by "fads and frills", and that relatively they are receiving greater emphasis than they received thirty-six years ago. And not only are they receiving as much time as in the older days, but they are infinitely better taught. It is about time for the critics of the schools to look for some other point of attack. The school has plenty of vulnerable spots; no one knows this so well as the teachers. But for these critics to continue to harp upon the neglect of the 3 R's, in the face of facts which prove the contrary, is to make themselves ridiculous.

*Summary of Recommendations:*

The chief recommendations which I have made in the foregoing pages may be briefly summarized as follows:

1. To take measures to improve the quality of the teaching supply.
2. To relieve the burden of practice work which the greatly increased number of normal school graduates has brought upon the Practice School, by enlarging the field of practice work in Lawrence.
3. To consider ways and means of furnishing more and better school facilities in the central portion of the city.
4. To enlist all the forces of the school system to diminish retardation in the schools, and prevent so far as is possible the resultant elimination of pupils from school before they have completed at least the grammar school course.

Incidental to this:

- 1) The establishment of disciplinary classes to check truancy and delinquency.
- 2) To establish one or two centres for the proper teaching of defective children.
- 3) To reduce as much as possible the relatively high percent of failures which occur in the early years of the high school by reason of the failure of many pupils to do the work successfully.
5. To initiate a movement for the purchase and equipment of a system of small playgrounds, wherever possible adjacent to the schools.

*Conclusion.*

There are many other matters which might very properly be discussed in this report, but which I have refrained from discussing for the reasons stated in my introduction. I wish, in closing, to renew my expressions of obligation to every member of the Committee for suggestions, encouragement and help; to teachers, prin-

cipals, supervisors, and all other employees of the department for their fidelity and loyalty; to the press of the city for their valued assistance and editorial courtesy; and to the citizens of Lawrence, who begrudge no expenditure to make the public schools a more efficient instrument in the building up of community intelligence, character, and citizenship.

Respectfully submitted,

BERNARD M. SHERIDAN,

Superintendent of Schools.

December 30, 1909.

In Memory of  
**Harriet A. McKone**

Master's Assistant in the Gilbert E. Hood School

Died January 2, 1909

**Helen T. Cooney**

Teacher in the Packard Grammar School

Died August 4, 1909.

## APPENDIX I.

---

- Table No. 1: Receipts and Expenditures for 1909.  
Table No. 2: Comparative Expenditure for 1908 and 1909.  
Table No. 3: Proportion of Taxable Property Expended for Support of Public Schools.  
Table No. 4: Appropriations and Expenditures for Ten Years.  
Table No. 5: Apportionment of Expenditure for 1908 and 1909.  
Table No. 6: Annual Cost of Education Per Pupil for Term of Ten Years.  
Table No. 7: Itemized Expenditure for the Different Schools for 1909.  
Table No. 8: Per Capita Cost in the Different Schools.  
Table No. 9: Per Capita Cost of Teaching, Text-Books, and Supplies.  
Table No. 10: Average Per Capita Cost of Text-Books and Supplies in the Different Schools for 1908 and 1909.  
Table No. 11: Apportionment of Per Capita Cost since 1902.  
Table No. 12: Per Capita Cost of Text-Books and Supplies since 1902.  
Table No. 13: Expenditure for Evening Schools, Season 1908-9.  
Table No. 14: Expenditure for Vacation Schools, Summer of 1909.  
Table No. 15: Day Teachers' Payroll since 1905.  
Table No. 16: Evening Teachers' Payroll since 1905.  
Table No. 17: Coal Account for 1908 and 1909.

Table I.

RECEIPTS AND EXPENDITURES  
1909.

Receipts.

Appropriation .....	\$176,000.00
Tuition .....	230.00
Sale of Text Books .....	22.58
Telephone Tolls .....	8.10
White Fund Trustees, Support of Vacation Schools.....	143.46
Industrial School, light and heat furnished.....	105.78
State of Massachusetts, State Board of Charity, tuition..	38.00
Overdraft .....	98,956.14
	<hr/>
	\$275,504.06

Expenditures.

Salaries of Teachers .....	\$213,532.40
Salaries of Janitors .....	19,507.25
Salaries of Officers.....	7,662.50
Text Books .....	5,177.88
Supplies .....	7,571.87
Light and Power .....	2,426.65
Fuel .....	13,958.18
Miscellaneous .....	5,667.33
	<hr/>
	\$275,504.06

Table 2.

COMPARATIVE STATEMENT OF EXPENDITURE FOR  
1908 and 1909.

	1908	1909	Increase or Decrease.
Salaries of Teachers...	\$208,305.01	\$213,532.40	\$5,227.41 Incr.
Salaries of Janitors...	19,720.25	19,507.25	213.00 Decr.
Salaries of Officers....	7,698.01	7,662.50	35.51 Decr.
Text-Books .....	6,393.97	5,177.88	1,216.09 Decr.
Pupils', Teachers' and Janitors' Supplies ..	9,309.84	7,571.87	1,737.97 Decr.
Light and Power ....	2,859.17	2,426.65	432.52 Decr.
Fuel .....	15,065.08	13,958.18	1,106.90 Decr.
Printing .....	1,313.77	865.35	448.42 Decr.
Rent .....	1,380.00	1,080.00	300.00 Decr.
Telephones .....	461.92	484.06	22.14 Incr.
Miscellaneous .....	3,739.54	3,237.92	501.62 Decr.
	<hr/>	<hr/>	<hr/>
	\$276,246.56	\$275,504.06	\$742.50 Decrease.

Table 3.

PROPORTION OF TAXABLE PROPERTY EXPENDED FOR  
SUPPORT OF PUBLIC SCHOOLS.

	1908	1909	Increase.
Valuation .....	\$56,473,458.00	\$59,434,446.00	\$2,960,988.00
Cost of Maintenance of Public Schools .....	276,246.56	275,504.06	742.50*
Expenditures for School Buildings:			
Repairs and Improve- ments .....	23,942.00	23,990.90	.48.90
Interest and Redemp- tion of School Bonds.	36,524.00	35,528.00	996.00*
Expended for <i>all</i> school purposes .....	336,713.35	335,022.96	690.39*
No. of dollars spent for maintenance of schools out of every \$1000 valua- tion .....	4.89	4.64	.25
No. of dollars spent for <i>all</i> school purposes out of every \$1000 valua- tion .....	5.96	5.63	.33

---

\* Decrease

Table 4.

AMOUNTS APPROPRIATED AND EXPENDED FOR MAINTENANCE OF SCHOOLS FOR A TERM OF TEN YEARS.

	Appropriated	Receipts	Expended	Overdraft
1899.....	\$170,000.00	\$121.00	\$170,126.10	\$ 5.10
1900.....	170,000.00	44.50	171,253.18	1,208.68
1901.....	180,000.00	74.70	185,802.54	5,727.84
1902.....	180,000.00	32.00	193,409.19	13,377.19
1903.....	185,000.00	63.50	215,492.57	30,429.07
1904.....	180,000.00	98.75	216,146.28	36,047.53
1905.....	180,000.00	418.66	216,952.07	36,533.41
1906.....	217,000.00	435.73	229,401.61	11,965.88
1907.....	176,000.00	331.35	251,816.22	75,484.87
1908.....	241,000.00	542.05	276,246.56	34,704.51
1909.....	176,000.00	547.92	275,504.06	98,956.14

Table 5.

APPORTIONMENT OF EXPENDITURE  
1908 and 1909.

	1908	1909
Expended for teachers' salaries.....	75.47%	77.50%
Fuel and care .....	12.54%	12.14%
Books and supplies .....	5.69%	4.63%
Administration salaries .....	2.75%	2.79%
Miscellaneous .....	3.55%	2.94%
<hr/>		
	100.00%	100.00%

Table 6.

AVERAGE ANNUAL COST OF EDUCATION PER PUPIL  
FOR TERM OF TEN YEARS

(including cost of evening and vacation schools).

Year	Cost per Pupil	Year	Cost per Pupil
1909	\$33.46	1904	\$28.74
1908	34.23	1903	29.24
1907	30.97	1902	26.43
1906	27.29	1901	26.26
1905	27.29	1900	24.80

Per Capita Cost for 1909, excluding Evening and Vacation School Expense, \$31.69.

Table 7: ITEMIZED EXPENDITURES FOR THE DIFFERENT SCHOOLS  
YEAR ENDING DECEMBER 31, 1909.

Name of School	Purniture and Grounds	Text Books	Teachers' Salaries	Salaries, Janitors, Supplies	Heating	Lighting	Power	Laundry	Manual Training	Totals
Amesbury St.	\$ 1.00	\$104.13	\$ 4,726.62	\$ 292.24	\$101.71	\$ 38.32	\$ 406.03	\$ 9.28	—	\$ 5,060.37
Arlington	—	196.96	6,538.00	520.00	217.60	70.36	480.60	11.04	12.04	8,046.60
Bruce	20.24	369.24	11,126.25	1,144.00	287.18	106.55	668.09	62.30	\$269.58	14,133.35
Cross St.	2.33	70.11	3,204.75	312.00	82.94	14.68	293.18	29.29	—	4,027.52
Essex	10.00	142.55	6,115.25	519.38	187.72	42.18	479.25	7.86**	—	7,515.71
Franklin	—	67.23	3,385.75	416.00	64.49	21.10	308.90	—	—	4,273.31
Hampshire St.	7.00	159.62	3,308.00	289.12	59.39	36.63	335.67	.96	9.84	4,206.23
Harrington	17.53	110.33	3,733.25	367.00	91.20	34.75	351.58	10.91	—	4,725.22
Hood	69.39	137.95	11,380.50	1,309.88	500.09	73.17	1,165.52	87.59	345.35	15,175.28
Lowell St.	—	48.26	2,755.00	416.00	33.32	14.82	212.70	1.12	—	3,491.06
Newell St.	5.00	118.07	3,960.75	367.00	83.26	17.78	532.97	6.88	—	4,202.75
Oak St.	12.55	101.98	5,978.00	487.76	146.00	33.44	404.16	14.67	13.32	7,191.88
Oliver	6.50	498.64	12,769.00	1,049.75	395.61	88.67	747.12	50.00**	20.50	15,651.89
Packard	31.00	397.95	13,999.25	936.00	381.95	76.46	784.96	14.14**	—	15,843.70
Park St.	25.25	79.51	5,732.50	516.88	91.26	30.46	602.67	1.44	—	7,091.73
Prospect St.	3.00	71.60	3,355.75	302.12	65.55	12.41	451.41	.04	—	4,250.87
Riverside	2.00	22.13	2,626.00	289.12	36.35	16.99	363.65	1.04	—	3,365.89
Rollins	21.00	317.38	9,929.00	936.00	251.02	41.07	358.29	16.59	59.60	11,992.86
Saunders	1.00	72.27	6,660.75	780.00	88.75	48.50	508.55	2.96	—	8,182.55
Storrow	—	143.59	5,805.00	487.76	125.69	30.91	403.10	—	—	7,005.65
Tarbox	26.53	233.13	8,733.00	939.00	217.48	67.22	706.02	25.92	106.68	11,132.90
Union St.	1.00	50.17	5,236.00	624.00	48.64	16.82	399.46	1.68	—	6,388.81
Walton	3.50	8.60	4,134.75	292.24	56.12	15.32	395.94	6.63	—	4,924.14
Warren St.	5.00	—	2,409.25	312.00	—	—	27.71	2.48	—	2,766.28
Washington	—	127.38	4,625.50	416.00	93.70	19.23	460.67	12.64	—	5,766.17
Wetherbee	36.45	247.47	8,731.75	936.00	103.69	61.63	647.77	20.96	51.20	10,994.73
High	13.85	979.72	*31,289.00	2,652.00	750.48	1,443.46	229.38**	62.92	30.75	37,710.79
Special School	—	59.45	3,267.00	585.50	128.29	24.52	—	—	11.16	4,091.19

\*Including Salary of Clerk.

\*\*Evening School lighting deducted.

Table 8.

## PER CAPITA COST IN THE DIFFERENT SCHOOLS

Year ending December 31, 1909.

SCHOOL	Average Membership 1909	Total Expenditure 1909	Per Capita Cost of Schooling
Amesbury St. - - - - -	221	\$ 5,690.37	\$25.75
Arlington - - - - -	269	8,046.60	29.91
Bruce - - - - -	533	14,133.35	26.52
Cross St. - - - - -	158	4,027.52	25.49
Essex and Warren St. - - - - -	406	10,282.02	25.33
Franklin - - - - -	136	4,273.31	31.42
Hampshire St. - - - - -	143	4,206.23	29.42
Harrington - - - - -	205	4,725.22	23.05
Hood - - - - -	572	15,175.28	26.53
Lowell St. - - - - -	123	3,491.06	28.38
Newbury St. - - - - -	162	4,202.75	25.94
Oak St. - - - - -	260	7,191.88	27.66
Oliver - - - - -	616	15,651.89	25.41
Packard - - - - -	560	15,843.70	28.29
Park St. - - - - -	283	7,091.73	25.06
Prospect St. - - - - -	163	4,250.87	26.08
Riverside - - - - -	106	3,365.89	31.75
Rollins - - - - -	388	11,992.86	30.91
Saunders - - - - -	256	8,182.55	31.96
Storrorow - - - - -	301	7,005.65	23.27
Tarbox - - - - -	367	11,132.90	30.33
Union St. - - - - -	273	6,388.81	23.40
Walton - - - - -	174	4,924.14	28.30
Washington - - - - -	211	5,766.28	27.33
Wetherbee - - - - -	352	10,999.73	31.25
High - - - - -	678	37,710.79	55.62
Special - - - - -	218	4,091.19	18.76

Table 9.

PER CAPITA COST OF SALARIES, TEXT BOOKS,  
TEACHERS' AND PUPILS' SUPPLIES, AND JANITORS'  
SUPPLIES.

Year ending December 31, 1909.

NAME OF SCHOOL	Average Membership 1909	Teachers' Salaries Per Capita	Text Books Per Capita	Teachers' and Pupils' Supplies Per Capita	Janitors' Supplies Per Capita
Amesbury Street	220.89	21.40	.42	.46	.18
Arlington	269.10	24.29	.73	.81	.26
Bruce	533.15	20.87	.69	.54	.20
Cross Street	157.54	20.34	.44	.51	.09
Essex and Warren St.	405.89	21.00	.34	.46	.10
Franklin	135.57	24.97	.49	.48	.15
Hampshire Street	143.09	23.12	1.12	.42	.26
Harrington	205.20	18.19	.53	.44	.17
Hood	571.60	19.91	.24	.87	.13
Lowell Street	122.72	22.45	.39	.24	.12
Newbury Street	162.17	18.87	.73	.50	.11
Oak Street	260.38	22.96	.39	.56	.13
Oliver	616.13	20.72	.81	.64	.14
Packard	659.57	19.86	.61	.58	.12
Park Street	283.28	20.23	.28	.32	.11
Prospect Street	162.86	20.48	.44	.40	.08
Riverside	106.46	24.66	.21	.10	.04
Rollins	387.75	25.60	.82	.65	.11
Saunders	255.71	26.05	.28	.35	.15
Storrow	301.27	19.27	.48	.42	.10
Tarbox	366.58	23.82	.64	.59	.18
Union Street	272.99	19.18	.18	.18	.06
Walton	174.02	23.76	.05	.32	.09
Washington	210.80	21.94	.60	.44	.09
Wetherbee	351.74	24.82	.70	.52	.17
High	677.66	45.52	1.44	1.10	.15
Special School	218.39	14.96	.27	.59	.11

Table 10.

## AVERAGE PER CAPITA COST OF TEXT BOOKS AND TEACHERS' AND PUPILS' SUPPLIES FOR TWO YEARS.

NAME OF SCHOOL	1908	1909	Average two years
Amesbury St.	.90	.88	.89
Arlington	.97	1.54	1.25
Bruce	1.15	1.23	1.19
Cross St.	.88	.95	.91
Essex and Warren St.	1.00	.80	.90
Franklin	1.25	.97	1.11
Hampshire St.	.93	1.54	1.23
Harrington	.72	.97	.84
Hood	1.72	1.11	1.41
Lowell St.	.55	.63	.59
Newbury St.	1.43	1.23	1.33
Oak St.	.81	.95	.88
Oliver	1.71	1.45	1.58
Packard	1.42	1.19	1.30
Park St.	.66	.60	.63
Prospect St.	.60	.84	.72
Riverside	.49	.31	.40
Rollins	1.92	1.47	1.69
Saunders	.70	.63	.66
Storrow	.68	.90	.79
Tarbox	2.57	1.23	1.90
Union St.	.38	.36	.37
Walton	.59	.37	.48
Washington	.92	1.04	.98
Wetherbee	1.46	1.22	1.34
High	4.92	2.54	3.73
Special	.97	.86	.91

Table II.

## APPORTIONMENT OF EXPENDITURE SINCE 1902

(including evening and vacation schools).

	1902	1903	1904	1905	1906	1907	1908	1909
Teaching .....	\$20.29	\$21.00	\$21.39	\$20.29	\$21.64	\$23.16	\$25.83	\$25.94
Fuel and care..	.3.10	5.33	4.37	3.97	3.62	4.39	4.31	4.06
Books, supplies.	1.69	1.44	1.43	1.58	1.65	1.58	1.94	1.55
Light, power ..	.25	.29	.26	.25	.22	.30	.35	.29
Officers' salaries	.70	.70	.80	.77	.83	.87	.95	.93
Miscellaneous .	.40	.48	.49	.43	.40	.67	.85	.69
Total .....	\$26.43	\$29.24	\$28.74	\$27.29	\$28.36	\$30.97	\$34.23	\$33.46

Table 12.

PER CAPITA EXPENDITURE FOR TEXT BOOKS AND  
SUPPLIES SINCE 1902

(including evening and vacation schools).

Year	Aver. No. of Pupils	Expended for Text Books	Cost per Pupil	Expended for Supplies	Cost per Pupil	Cost of Both
1902	7,325	\$4,373.17	.60	\$8,023.85	\$1.09	\$1.69
1903	7,369	4,901.65	.67	5,637.36	.77	1.44
1904	7,523	4,567.97	.67	6,114.74	.76	1.43
1905	7,951	6,031.39	.75	6,512.76	.83	1.58
1906	8,075	6,180.62	.75	7,194.25	.90	1.65
1907	8,129	5,371.88	.66	7,438.17	.92	1.58
1908	8,065	6,293.97	.79	9,309.84	1.15	1.94
1909	8,232	5,177.88	.63	7,541.87	.92	1.55

Table 13.

## EXPENDITURES FOR EVENING SCHOOLS

Season 1908-9.

	High	Drawing	Oliver	Essex	Packard	Totals
Teachers' salaries .....	\$5,559.00	\$468.00	\$4,659.50	\$348.50	\$410.00	\$11,445.00
Text-Books .....	252.72	—	17.92	11.72	2.92	285.28
Janitors' salaries .....	429.00	—	394.75	43.50	43.50	910.75
Janitors' supplies, etc. ....	13.68	—	80.88	—	12.50	107.06
Teachers' and pupils' supplies.....	157.88	—	123.02	6.90	25.41	313.21
Total expenditure per school .....	6,412.28	468.00	5,276.07	410.62	494.33	—
Graduation expense .....	—	—	—	—	—	109.13
Supervisor's salary .....	—	—	—	—	—	300.00
Grand Total .....	—	—	—	—	—	13,470.43
Per capita cost (on average attend.) .....	12.07	11.37	5.80	9.42	8.12	8.43

Table 14.

## EXPENDITURE FOR VACATION SCHOOLS.

Summer of 1909.

## Expenditures.

Teachers' salaries .....	\$559.80
Janitors' salaries .....	84.00
Supplies and equipment .....	224.41
	—
	\$868.21

## Receipts.

From Trustees of White Fund (whole main-	
tenance of Franklin and Walton schools....	\$143.46
—	
Net cost of City .....	\$724.75

Table 15.  
TEACHERS' PAY ROLLS FOR FOUR YEARS.  
DAY SCHOOL.

	1906	1907	1908	1909
January .....	\$16,206.75	\$16,441.00	\$19,352.24	\$19,962.50
February .....	16,482.37	16,754.74	19,466.75	20,006.00
March .....	16,510.99	16,817.00	19,444.01	20,079.50
April .....	16,648.00	16,679.00	19,510.49	20,010.75
May .....	16,496.50	16,824.49	19,426.00	19,977.50
June .....	16,521.50	16,792.50	19,428.00	19,955.50
September .....	16,464.00	19,029.75	19,518.00	20,265.00
October .....	16,481.99	19,194.26	19,740.24	20,465.37
November .....	16,521.00	19,172.00	19,964.13	20,466.25
December .....	16,482.00	19,262.25	20,016.25	20,525.75
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Totals .....	\$164,815.10	\$176,966.99	\$195,866.11	\$201,714.12

Table 16.

## TEACHERS' PAY ROLL FOR FOUR YEARS.

## EVENING SCHOOLS.

	1906	1907	1908	1909
January .....	\$1,940.00	\$2,009.50	\$2,663.50	\$2,366.00
February .....	2,403.50	2,452.00	2,139.50	2,350.00
October .....	1,829.00	1,566.50	2,486.50	2,200.66
November .....	1,906.50	2,224.00	2,402.00	2,188.16
December .....	1,326.50	2,192.00	2,134.50	2,147.66
<hr/> Totals .....	\$9,405.50	\$10,444.00	\$11,826.00	\$11,252.48

Table 17.  
COAL ACCOUNT 1908 AND 1909.

Name of School	1908			1909			Aver. two years
	Tons Del.	Rooms	Aver. per Room	Tons Del.	Rooms	Aver. per Room	
Amesbury .....	60	4	15	66	4	17	16
Arlington .....	81	8	10	80	8	10	10
Bruce .....	103	12A	8	112	15A	7	7½
Cross Street .....	53	4	13	48	4	12	12½
Essex Street .....	84	8E	10	80	8E	10	10
Franklin .....	50	4	12	51	4	13	12½
Hampshire Street .....	69	4	17	56	4	14	15½
Harrington .....	63	4	16	56	4	14	15
Hood .....	219	16A	14	197	16A	12	13
Lowell Street .....	35	4	9	35	4	9	9
Newbury Street .....	36	4	9	36	4	9	9
Oak Street .....	67	6	11	65	6	11	11
Oliver, Old High, Old High Annex .....	245	30E	8	230	30E	8	8
Packard .....	128	16E	8	129	16E	8	8
Park Street .....	101	8	12	101	8	13	12½
Prospect Street .....	62	4	15	71	4	18	16½
Riverside .....	61	4	15	60	4	15	15
Rollins .....	89	10A	9	59	10A	6	7½
Saunders .....	78	12	6	84	12	7	6½
Storrow .....	66	6	11	65	6	11	11
Tarbox .....	98	10A	10	120	10A	12	11
Union Street .....	67	6	11	66	6	11	11
Walton .....	66	4	16	65	4	16	16
Warren Street .....	49	4	12	56	4	14	13
Washington .....	77	6	13	77	6	13	13
Wetherbee .....	112	10A	11	106	10A	11	11
High .....	262	25AE	10	241	25AE	10	10

A=assembly hall, teachers' rooms, library, etc. Fan system.  
E=evening schools.

## APPENDIX II.

---

- Table No. 1: Summary of Statistics for 1909. School Census, September 1909. School Buildings and Teachers. Enrollment and Attendance. Attendance in December. Evening School Attendance in December. Number of days schools were actually in session.
- Table No. 2: Summary of Monthly Reports for school year ending June 1909.
- Table No. 3: Enrollment and Attendance, January to December, Term of Ten Years.
- Table No. 4: Average Number of Pupils per Teacher in the different Elementary Schools.
- Table No. 5: Average Number of Pupils per Teacher for Four Years.
- Table No. 6: Size of Elementary Classes for Four Years.
- Table No. 7: Number of Teachers Receiving Different Grades of Salaries for Four Years.
- Table No. 8: Educational Qualifications of Teachers.
- Table No. 9: High School Statistics.
- Table No. 10: Number of Pupils in the Different Grades of the Elementary Schools for a Term of Four Years.
- Table No. 11: Promotions in the Grades for Three Years.
- Table No. 12: Parentage and Birthplace of Public School Pupils, 1909.
- Table No. 13: Evening School Enrollment and Attendance.
- Table No. 14: Growth of the Evening High School and the Evening Preparatory School.

- Table No. 15: Number of Pupils pursuing the different branches in  
the Evening High School.
- Table No. 16: Occupations of Evening High School Pupils.
- Table No. 17: Nationalities in the Evening Elementary Schools.
- Table No. 18: Enrollment and Attendance in Vacation Schools.
- Table No. 19: School Buildings.
- Table No. 20: School Sittings.
- Table No. 21: Population of Twenty-five Massachusetts Cities.  
Proportion of foreign born and of foreign parentage.
- Table No. 22: Schedule of Salaries.

Table I.

## SUMMARY.

## I. Census.

State Census, 1905 .....	70,000
Special Census, 1907 .....	76,616
Children between 5 and 15, September 1909.....	13,240

## II. Buildings.

Number of School Buildings .....	32
Number of occupied Class Rooms .....	236

## III. Teachers.

In High School .....	28
Men 10      Women 18	
In Elementray Schools .....	251
Men 6      Women 245	
Supervisors .....	5
of Music 2	
of Drawing 2	
of Penmanship 1.	
Special Teachers of Sewing .....	5
Total number of Day School Teachers .....	289
Evening School Teachers, December 23, 1909.....	86
Supervisor .....	1
High School .....	20
Men 15      Women 5	
High School preparatory .....	8
Men 1      Women 7	
Elementary .....	54
Men 13      Women 41	
Drawing .....	3
Men 2      Women 1	
Total number of teachers, day and evening schools.....	375

## IV. Attendance.

	1908	1909	Increase
Total enrollment .....	10,183	10,711	528
Average number belonging .....	8,064.81	8,232.51	167.7
Average attendance .....	7,565.16	7,679.71	114.55
Per cent attendance.....	93.8	93.2	.6
High School graduates .....	97	109	12

## V. Attendance in December.

	1908	1909	Increase
Whole Number .....	8,263	8,484	+ 221
In High School.....	712	668	— 44
In Elementary Schools .....	7,551	7,816	+ 265
In First Grade .....	1,401	1,561	+ 160
In Second Grade .....	1,068	1,169	+ 101
In Third Grade .....	962	1,076	+ 114
In Fourth Grade .....	969	980	+ 11
In Fifth Grade .....	971	917	— 54
In Sixth Grade .....	813	850	+ 37
In Seventh Grade .....	730	685	— 45
In Eighth Grade .....	457	512	+ 55
Ungraded .....	180	66	— 114

## VI. Evening School Attendance in December.

	1908	1909	Increase
High School—Regular .....	342	411	+ 69
High School—Preparatory .....	311	285	— 26
Elementary Schools .....	1,303	985	— 318
Drawing School .....	56	82	+ 26

## VII.

Number of days schools were actually in session.....	180 days.
Number of days omitted because of holidays.....	5 days.
Number of days omitted by special vote of Committee...9½ days.	
Number of days omitted by the no school signal.....	5½ days.
Actual number of weeks schools are in session in a forty week year .....	36 weeks.

Table 23: SUMMARY OF MONTHLY REPORTS FOR SCHOOL YEAR ENDING JUNE 1909.

NAME OF SCHOOL	Total Enrollment	Average No. Belonging	Attendance Daily	Per Cent. Absence	Total Half Days Absence	No. Cases of Truancy	No. Cases of Delinquence	Total Days Absence	Per Cent. of Truancy	No. Cases of Delinquence	No. Cases of Partial Truancy	No. Cases of Cor- poral Punishment	No. Cases of Cor- poral Absentee	Times Teacher was Teacher
Amesbury Street	-	-	254	211.72	194.26	91.75	6,096	526	19	0	46	38	21	3
Arlington	-	-	300	257.59	247.71	93.46	5,994	530	58	4	27	36	21	3
Bruce	-	-	569	526.62	492.31	93.50	12,251	994	636	24	56	56	31	3
Cross Street	-	-	187	158.33	147.24	92.94	3,967	436	167	23	51	11	20	3
Essex and Warren St.	-	-	455	404.81	377.80	93.33	9,654	419	155	10	11	39	6	1
Franklin	-	-	171	137.24	127.73	92.78	3,421	404	7	8	7	12	4	1
Hampshire Street	-	-	171	136.	128.	93.30	2,969	220	79	26	50	25	7	1
Harrington	-	-	204	185.97	169.19	91.62	5,625	434	45	16	19	9	20	1
Hood	-	-	593	564.67	533.40	94.35	11,131	961	402	28	37	37	153	1
Lowell Street	-	-	134	121.50	109.	89.72	3,768	358	115	11	18	20	19	1
Newbury Street	-	-	186	157.93	144.59	91.53	4,779	654	28	13	30	25	2	1
Oak Street	-	-	305	264.87	237.31	89.63	9,918	421	12	16	5	65	29	1
Oliver	-	-	706	616.59	578.57	93.83	13,937	526	355	25	30	40	48	1
Packard	-	-	693	656.94	618.89	94.18	13,708	376	597	9	30	67	32	1
Park Street	-	-	295	270.45	251.96	93.16	6,610	1,199	133	25	11	19	19	1
Prospect Street	-	-	170	156.33	145.72	93.23	3,807	404	49	10	4	16	3	1
Riverside	-	-	115	104.07	99.94	96.11	1,360	66	7	1	51	4	11	1
Rollins	-	-	415	378.51	361.40	95.48	6,141	154	200	14	9	111	11	1
Saunders	-	-	305	266.14	244.31	91.69	8,246	1,135	134	14	5	8	8	1
Storrow	-	-	320	304.93	285.93	93.77	6,894	557	151	3	18	13	8	1
Tarbox	-	-	416	365.75	348.16	95.27	6,292	218	101	5	2	4	7	1
Union Street	-	-	279	255.45	236.65	91.38	8,26	519	89	78	35	28	30	1
Walton	-	-	226	166.53	148.41	89.36	6,491	585	55	9	34	12	2	1
Washington	-	-	227	207.13	194.34	93.97	4,511	588	68	13	24	33	11	1
Wetherbee	-	-	393	357.72	338.27	94.51	6,515	217	112	2	9	69	2	1
Special School	-	-	749	185.78	157.29	84.90	1,938	1,225	41	20	7	17	43	17
High School	-	-	321	669.94	97.52	93.95	3,370	539	377	0	0	55	55	17
<b>Grand Totals</b>			9,154	8,119.23	7,628.32	93.95	176,488	4,702	4,221	424	468	1,931	497	3

Table 3.

## ENROLLMENT AND ATTENDANCE, JANUARY TO DECEMBER, TERM OF TEN YEARS.

	Total Enrollment	Average Membership	Average Attendance	Percent of Attendance
1899.....	8,781	6,836	6,479	.95
1900.....	8,784	6,904	6,500	.94
1901.....	8,800	7,038	6,639	.94
1902.....	9,140	7,325	6,841	.94
1903.....	9,160	7,369	6,901	.94
1904.....	9,571	7,523	7,089	.94
1905.....	9,762	7,951	7,442	.94
1906.....	10,387	8,074	7,447	.92
1907.....	10,461	8,129	7,531	.93
1908.....	10,183	8,065	7,565	.94
1909.....	10,711	8,232	7,679	.93

Table 4.

## AVERAGE NUMBER OF PUPILS PER TEACHER IN THE ELEMENTARY SCHOOLS.

1909.

	No. Belonging Dec. 1909.	No. of Teachers.	Av. No. Pupils per Teacher.
Amesbury Street .....	262	8	32.7
Arlington .....	287	9*	31.9
Bruce .....	563	15*	37.5
Cross Street .....	152	5	30.4
Essex .....	288	9*	32.
Franklin .....	151	6	25.2
Hampshire Street .....	153	5	30.2
Harrington .....	229	7	32.1
Hood .....	376**	11**	34.2
Lowell Street .....	139	4	34.7
Newbury Street .....	155	5	31.
Oak Street .....	259	9	28.8
Oliver .....	614	18*	34.1
Packard .....	674	18*	37.4
Park Street .....	307	9	34.1
Prospect Street .....	170	6	28.3
Riverside .....	117	4	29.3
Rollins .....	405	13*	31.2
Saunders .....	244	9*	27.1
Storrow .....	296	10	29.6
Tarbox .....	372	11*	33.8
Union Street .....	294	9	32.7
Walton .....	167	7	23.9
Warren Street .....	120	4	30.
Washington .....	215	7	30.7
Wetherbee .....	364	11*	33.1

Average number of pupils per teacher, 32.2.

\* Masters and supervising principals not counted.

\*\* Practice Department not included.

Table 5.

## AVERAGE NUMBER OF PUPILS PER TEACHER.

December 1906, .....	35.2
December 1907, .....	33.4
December 1908, .....	32.4
December 1909, .....	32.2
Average in twenty-five Massachusetts cities in 1908.....	39.2
Average in nineteen large cities outside of Massachusetts, 1908,	41.4

Table 6.

SIZE OF ELEMENTARY SCHOOL CLASSES  
FOR THE LAST FOUR YEARS.

1906.

- 26 rooms had 30 or less.  
101 rooms had more than 30 and less than 41.  
39 rooms, taught by one teacher, had more than 40 pupils.  
11 rooms had *two* teachers.

1907.

- 30 rooms had 30 or less.  
102 rooms had more than 30 and less than 41.  
41 rooms, taught by one teacher, had more than 40 pupils.  
25 rooms had *two* teachers.

1908.

- 30 rooms had 30 or less.  
123 rooms had over 30 and less than 41.  
33 rooms, taught by one teacher, had more than 40 pupils.  
16 rooms had *two* teachers.

1909.

- 26 rooms had 30 or less.  
106 rooms had over 30 and less than 41.  
40 rooms, taught by one teacher, had more than 40 pupils.  
24 rooms had *two* teachers.

Table 7.

TABLE SHOWING THE NUMBER OF TEACHERS RECEIVING  
DIFFERENT GRADES OF SALARIES.

Four Years.

*SALARIES OF TEACHERS.*

*COMPARATIVE TABLE.*

Number Receiving——Month of June——					Number Receiving				
Salary	1907	1908	1909	1910	Salary	1907	1908	1909	1910*
\$3000	0	0	0	1	\$1100	1	3	2	1
2800	1	1	1	0	1000	2	4	5	11
2000	2	3	4	4	950	0	0	1	0
1900	1	1	0	2	900	3	3	6	1
1800	1	0	2	2	850	1	1	2	3
1700	0	2	2	2	800	3	11	4	5
1650	1	1	0	0	760	0	3	3	3
1600	2	1	1	0	750	6	21	20	19
1550	0	0	0	0	700	5	79	84	91
1500	2	1	1	1	650	9	2	2	1
1450	0	0	0	0	600	31	61	63	61
1400	2	1	2	1	550	113	16	31	46
1350	0	0	1	0	500	32	37	17	15
1300	1	1	0	1	450	38	6	13	15
1250	0	0	0	0	400	12	5	0	1
1200	3	4	5	4					

\* Estimated on basis of teachers in service in December 1909.

Table 8.

EDUCATIONAL QUALIFICATIONS OF TEACHERS  
IN SERVICE, JUNE, 1909.

Whole Number High School Teachers..... 25

No.	Graduated from	No.	Graduated from
1	Boston College	4	Radcliffe College
1	Colby University	2	Smith College
3	Dartmouth College	1	Villa Maria
4	Harvard College	2	Lawrence High School
1	Middlebury College	1	Abbott Academy
2	Mt. Holyoke College	1	Emerson College of Oratory
1	Purdue University	1	Büren Normal, Germany

Whole number of Elementary School Teachers..... 249  
(not including special teachers)

Graduates of Lawrence Training School .....	113
Graduates of Lowell Normal and Lawrence Practice School..	83
Graduates of Lowell Normal School.....	5
Graduates of other Normal Schools.....	33
Graduates of College .....	5
Attended but not graduates of Normal School.....	5
Number having spent no time in Training or Normal Schools..	5

Table 9.  
HIGH SCHOOL STATISTICS.  
1909.

Average Membership .....	686.86
Number in entering class .....	311
Number of graduates .....	109
Number of teachers .....	27

Statistics for School Year Ending June, 1909.

No. of teachers .....	27	In fourth year, September, 1908.....	117
No. enrolled .....	749	June, 1909 .....	109
Av. No. belonging.....	686.86	Percent loss .....	6.84
Av. attendance .....	667.92		
In first year, September, 1908.....	305	No. of graduates,	
June, 1909 .....	247	Boys .....	51
Percent loss .....	19.01	Girls .....	58
In second year, September, 1908.....	190	Total .....	109
June, 1909 .....	165		
Percent loss .....	13.16	Av. age of graduates, 1909, Boys ... 17 years 9 months	
In third year, September, 1908.....	119	Girls ... 17 years 10 months	
June, 1909 .....	104	No. entering college or technical school .....	23
Percent loss .....	12.60	No. entering normal school..	23

Enrollment, December, 1909:

First year,	Fourth year,
Boys .....	Boys .....
Girls .....	Girls .....
Second year,	
Boys .....	62
Girls .....	42
Third year,	Post Graduates,
Boys .....	Boys .....
Girls .....	Girls .....
Total,	
Boys .....	347
Girls .....	319
	Total .....
	665

## Number of Pupils Taking Following Subjects:

English .....	724	Physics .....	101
Music .....	526	Elocution .....	70
Latin .....	493	Physical Geography .....	73
Algebra .....	487	Chemistry .....	50
French .....	299	Book-keeping .....	45
German .....	126	Commercial Arithmetic .....	45
History .....	299	Stenography—Typewriting .....	42
Geometry .....	226	Greek .....	29
Free Hand Drawing .....	177	Botany .....	31
Mechanical Drawing .....	181	General Biology .....	18
Manual Training .....	123	Trigonometry .....	5
Physiology and Hygiene ..	107		

## Number of Recitation Periods per Week, exclusive of Music and Drawing.

	Number taking 10 hours per week	15 hours	20 hours	25 hours
1910				
Boys	0	4	38	20
Girls	0	11	23	8
1911				
Boys	0	15	42	9
Girls	0	14	45	4
1912				
Boys	2	8	71	10
Girls	3	19	64	4
1913				
Boys	3	48	66	5
Girls	5	64	51	0
Total				
Boys	5	75	217	44
Girls	8	108	183	16
Both sexes	13	183	400	60

Av. No. of Rec. hours per week for each boy in school.... 19.41

Av. No. of Rec. hours per week for each girl in school.... 18.29

Av. No. of Rec. hours per week each pupil in school..... 18.87

Table 10.

TABLE SHOWING NUMBER OF PUPILS IN EACH  
GRADE BELOW THE HIGH SCHOOL IN  
DECEMBER FOR FIVE YEARS.

	1905	1906	1907	1908	1909
Eighth .....	366	446	450	457	512
Seventh .....	618	642	668	730	685
Sixth .....	730	804	810	813	850
Fifth .....	968	978	994	971	917
Fourth .....	1035	1148	1046	969	980
Third .....	1097	1118	1074	962	1076
Second .....	1156	1155	1039	1068	1169
First .....	1581	1315	1469	1401	1561
Ungraded .....		117	155	180	66
Totals .....	7551	7733	7615	7551	7816

Table II.  
PROMOTION IN THE GRADES.  
YEAR ENDING IN JUNE.

Grade	June List	Promoted	Left Behind	Per Cent
First	1293	891	362	.20
Second	1139	898	196	.17
Third	1050	876	159	.15
Fourth	985	802	163	.16
Fifth	1022	821	156	.15
Sixth	707	532	142	.20
Seventh	543	428	82	.15
Eighth	381	342	39	.10
Totals	7120	5590	1299	.18

Grade	June List	Promoted	Left Behind	Per Cent
First	1343	876	417	.31
Second	971	787	164	.17
Third	1024	848	154	.15
Fourth	1013	846	131	.13
Fifth	914	795	106	.11
Sixth	757	686	97	.13
Seventh	538	425	90	.17
Eighth	398	290	23	.06
Totals	6958	5553	1182	.17

Grade	June List	Promoted	Left Behind	Per Cent
First	1428	963	437	.31
Second	1122	941	155	.14
Third	1024	900	103	.10
Fourth	960	806	118	.12
Fifth	930	798	85	.09
Sixth	769	660	68	.08
Seventh	609	490	77	.13
Eighth	416	325	26	.06
Totals	7258	5883	1069	.15

High School.				
First year	249	229	20	.08
Second year	162	147	15	.09
Third year	104	103	1	.01
Fouth year	109	109	0	
Totals	624	588	36	.06

Table 12: PARENTAGE AND BIRTHPLACE OF PUPILS.

SCHOOL	PARENTAGE												BORN IN								
	American	Armenian	Austrian	Belgian	English	Canadian	French	German	Irish	Italian	Portuguese	Russian	Scotch	Syrian	Others	Lawrence	Mass. outside of Lawrence	U. S. outside of Mass.	Foreign Countries	SCHOOL	
Amesbury St.	16	3	—	1	1	4	3	1	2	79	29	37	—	62	—	120	20	88	Amesbury St.		
Arlington	61	—	1	2	73	15	2	18	14	1	—	106	10	—	147	38	20	98	Arlington		
Bruce	138	—	—	3	58	6	7	29	5	1	48	20	3	2	397	74	34	51	Bruce		
Cross St.	45	—	—	—	15	15	—	1	15	2	—	54	6	—	1	91	13	20	30	Cross St.	
Essex and Warren St.	163	3	—	6	93	58	—	1	27	6	—	38	17	—	1	224	46	29	64	Essex and Warren St.	
Franklin	29	—	2	1	3	15	5	—	3	6	2	27	16	20	1	83	18	10	44	Franklin	
Hampshire St.	23	—	2	5	5	—	—	—	6	8	2	27	16	1	49	1	61	15	8	Hampshire St.	
Harrington	45	—	2	5	13	—	39	14	40	1	71	2	—	—	179	4	4	45	Harrington		
Hood	306	—	4	—	54	16	2	125	73	—	2	6	7	—	12	495	43	41	18	Hood	
Lowell St.	64	—	—	1	17	22	1	12	12	3	10	5	1	6	97	13	15	19	Lowell St.		
Newbury St.	30	—	5	—	6	—	2	12	16	68	3	22	—	—	76	13	8	71	Newbury St.		
Oak St.	24	—	11	3	2	4	9	5	23	151	4	23	—	—	137	15	9	110	Oak St.		
Oliver	147	5	14	1	52	28	—	52	89	77	5	113	17	11	3	378	69	42	125	Oliver	
Packard	301	—	1	1	143	20	9	16	127	5	1	47	—	10	440	90	75	77	Packard		
Park St.	99	—	—	—	68	16	—	20	45	2	—	41	19	—	—	228	16	11	55	Park St.	
Prospect	57	4	—	1	21	4	5	61	6	—	4	4	—	5	124	14	13	23	Prospect St.		
Riverside	45	—	1	1	34	25	—	9	—	—	—	1	11	—	1	84	5	9	24	Riverside	
Rollins	103	—	1	1	61	—	2	178	46	—	—	1	11	—	1	300	42	35	27	Rollins	
Saunders	114	—	—	1	21	45	—	9	36	4	—	5	15	—	4	187	24	22	22	Saunders	
Storrow	82	—	1	2	47	9	2	93	37	10	—	2	12	—	1	199	31	22	49	Storrow	
Tarbox	102	—	—	1	75	14	1	24	52	1	—	44	8	—	2	220	40	10	49	Tarbox	
Union St.	116	—	4	—	58	33	—	6	49	162	2	16	1	—	6	208	28	23	42	Union St.	
Walton	2	—	4	—	5	—	6	—	—	162	2	16	1	—	—	47	14	7	130	Walton	
Washington	76	—	—	—	35	27	1	1	19	2	—	46	14	1	1	148	22	19	34	Washington	
Wetherbee	180	—	—	—	32	47	—	10	70	1	1	11	—	10	142	22	16	12	Wetherbee		
High	329	—	2	—	64	32	1	52	96	1	—	39	28	—	10	411	68	65	34	High	
Special School	3	2	6	2	—	38	11	—	106	4	—	22	—	10	20	2	11	3	6	196	Special School
Total	2700	19	57	26	590	563	57	737	920	762	69	872	280	152	84	1528	1	810	583	1611	Total

Table 13.

EVENING SCHOOL ENROLLMENT AND ATTENDANCE  
SEASON OF 1908-9.

	High	Drawing	Oliver	Essex	Packard	Totals
Enrollment: Male .....	574	70	1200	70	55	1969
Female .....	358	—	543	45	37	983
Totals .....	932	70	1743	115	92	2952
Av. No. Belonging.....	667.18	56.09	1160	57.3	68.63	2009.20
Av. Attendance .....	531.28	41.17	909	43.6	60.85	1585.90
Percentage Attendance	79.63	73.71	78.9	76.1	88.49	79.37

Table 14.

GROWTH OF THE EVENING HIGH SCHOOL AND  
 THE PREPARATORY DEPARTMENT  
 FOR FOUR YEARS.

(Based on average membership in December.)

1906			1907			1908			1909		
High School	Prep. High	Total									
158	128	286	223	168	391	342	311	653	411	259	670

Table 15.

## NUMBER OF PUPILS PURSUING THE DIFFERENT SUBJECTS IN THE EVENING HIGH SCHOOL.

Penmanship I .....	97	Stenography III .....	24
German I .....	13	French I .....	41
German II .....	13	French II .....	14
Commercial Arithmetic I ..	171	Algebra I .....	50
Commercial Arithmetic II..	24	Algebra II .....	10
Book-keeping I .....	77	Elocution and Debating.....	20
Book-keeping II .....	20	Civil Government .....	25
English I .....	202	Chemistry I and II.....	28
English II .....	105	Physics I .....	26
English III .....	98	Physiology and Hygiene....	15
Stenography I .....	109	Ancient History .....	14
Stenography II .....	41		

Table 16.

## OCCUPATIONS OF PUPILS IN THE EVENING HIGH SCHOOL.

Operatives .....	274	Dressmakers .....	3
Clerks .....	99	Engraver .....	1
No Employment .....	44	Butchers .....	4
Milk Man .....	1	Harness Makers .....	3
Wool Sorter .....	1	Students .....	5
Dentist, Apprentice .....	1	Housekeepers .....	5
Lumberman .....	1	Moulders .....	3
Bookkeepers .....	15	Plasterer .....	1
Confectioner .....	1	Florist .....	1
Masontender .....	1	Machinists .....	9
Bakers .....	3	Wine Clerk .....	1
Loomfixer .....	1	Plumbers .....	2
Stenographer .....	11	Painters .....	4
Printers .....	9	Janitor .....	1
Milliners .....	4	Shoemakers .....	2
Tailor .....	1	Jeweler .....	1
Electrician .....	1	Paperer .....	1
Teamsters .....	2	Teacher .....	1

Table 17.

## NATIONALITIES IN THE EVENING SCHOOLS.

(Figures based on number belonging in December.)

NATIONALITY	Oliver	Essex	Packard	Total
Italian - - -	337		5	342
Syrian - - -	85			85
Polish - - -	69			69
French - - -	74	46	12	132
Lithuanian - - -	51			51
Greek - - -	33	8		41
German - - -	26			26
Russian - - -	72	6		78
Belgian - - -		4		4
Armenian - - -	49			49
Other Nationalities	5			5

Table 18.

ENROLLMENT AND ATTENDANCE  
IN VACATION SCHOOLS.

1909.

Schools	No. Enrolled	Average Attendance	Perc. of Attendance	No. Enrolled in Group I	No. Enrolled in Group II	No. of Boys Over 10 Years	No. of Girls Over 10 Years
Oak - - -	387	352.179	92.071	97	108	92	90
Packard - - -	283	225.25	95.093	83	78	57	65
Essex - - -	184	157.45	93.276	38	50	48	48
Franklin - - -	107	100.473	98.18	52	55	—	—
Walton - - -	88	95.088	95.088	38	50	—	—
Totals - - -	1049	907.667	94.741	308	341	197	203

Table 19.

## SCHOOL BUILDINGS.

NAME	Description	Class Room	Heating System	Valuation	Built	Years in Use	Enlargements and Alterations
Amesbury - - -	Brick	4	Steam	\$24,174.00	1882	28	—
Arlington - - -	"	8	"	25,796.00	1890	20	1896
Bruce - - -	"	*17	"	100,411.00	1902	8	1908
Cross - - -	"	4	"	7,000.00	1852	58	1869
Essex - - -	"	8	"	26,179.00	1890	20	1896
Franklin - - -	Wooden	4	"	13,078.00	1854	52	1875
Hampshire - - -	"	4	"	7,797.00	1854	56	1881
Harrington - - -	Brick	4	"	12,734.00	1874	36	—
G. E. Hood - - -	"	*16 F.	"	148,000.00	1905	5	—
Lowell - - -	Wooden	4	"	8,500.00	1861	49	1878
Newbury - - -	Brick	4	"	10,400.00	1850	56	1885
Oak - - -	"	6	"	22,006.00	1871	39	1873
Oliver - - -	"	16	"	53,405.00	1848	62	1853-1867
Packard - - -	"	10	"	25,700.00	1896	24	—
Packard Annex - -	Wooden	4	"	7,536.00	1896	14	—
Park - - -	"	4	"	13,300.00	1880	19	—
Prospect - - -	"	4	"	6,911.00	1856	54	1878
Riverside - - -	"	4	"	7,000.00	1875	35	—
Rollins - - -	Brick	*10 F.	"	65,170.00	1893	17	—
Saunders - - -	Wooden	8	"	13,981.00	1860	40	1873
Saunders Annex - -	"	4	"	6,519.00	1896	14	—
Storror - - -	"	6	"	18,000.00	1884	22	1903
Tarbox - - -	*Brick	10 F.	"	57,307.00	1895	15	—
Union - - -	Wooden	6	Furnace	11,336.00	1876	34	1882
Walton - - -	Brick	4	Steam	12,268.00	1880	30	—
Warren - - -	Wooden	4	"	8,200.00	1869	41	1904
Washington - - -	Brick	6	"	18,300.00	1876	34	—
Wetherbee - - -	"	*10 F.	"	95,067.00	1897	13	—
Old High - - -	"	7	"	64,794.00	1860	50	1906
High - - -	"	*25 F.	"	244,357.00	1901	9	—

\* Assembly Hall, Teachers' Rooms, Library, etc.  
F Fan System.

Table 20.

## SCHOOL SITTINGS.

	Whole Number of seats.	Number belonging Dec. 1909.	Seats unoccupied.
Amesbury Street .....	252	262	0
Arlington .....	354	287	67
Bruce .....	672	563	9
Cross Street .....	177	152	25
Essex .....	365	288	77
Franklin .....	206	151	55
Hampshire .....	178	153	25
Harrington .....	232	229	3
Hood .....	753	597	56
Lowell Street .....	207	139	68
Newbury Street .....	174	155	19
Oak Street .....	333	259	74
Oliver .....	721	614	107
Packard .....	832	674	158
Park Street .....	363	307	56
Prospect Street .....	223	170	53
Riverside .....	174	117	57
Rollins .....	486	405	81
Saunders .....	408	244	164
Storrow .....	336	296	40
Tarbox .....	461	372	87
Union Street .....	368	294	64
Walton .....	194	167	27
Warren Street .....	192	120	72
Washington .....	239	215	24
Wetherbee .....	457	364	83
High .....	816	668	148
Special .....	256	212	44
<hr/>		<hr/>	<hr/>
	10,429	8,474	1,743

Table 21.

POPULATION OF MASSACHUSETTS CITIES.  
FOREIGN BORN AND OF FOREIGN PARENTAGE.

The Constituents of the Population of  
Twenty-five Massachusetts Cities  
(1905 Census)

Their total population is 1,885,498, of whom  
78 per cent are of foreign parentage

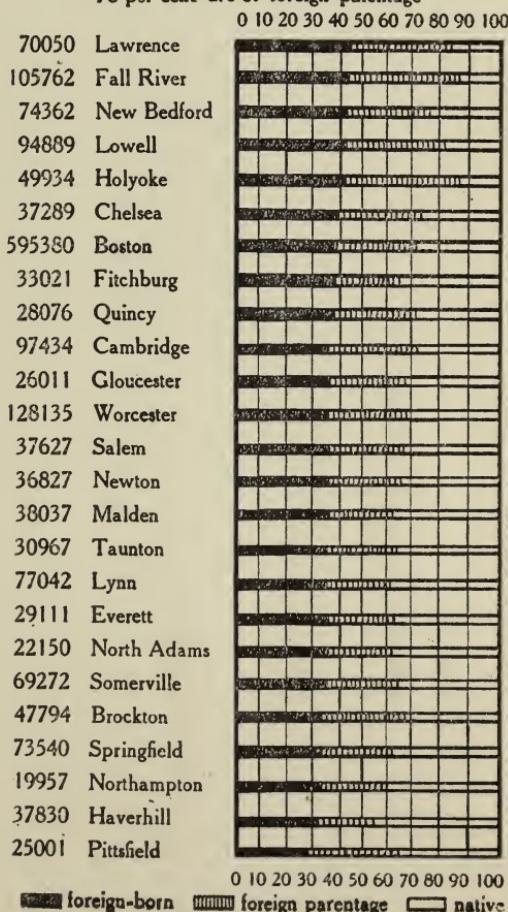


Table 22: TEACHERS' SALARY SCHEDULE, IN EFFECT SEPTEMBER 1, 1907.  
 (Amended September 1, 1909.)

Grade		YEAR OF SERVICE											
		1	2	3	4	5	6	7	8	9	10	11	12
HIGH SCHOOL.													
Head-Master	-	\$3,000											
Sub-Master	-	1,400	1,500	1,600	1,700	1,800	1,900	2,000					
Masters	-	700	800	900	1,000	1,100	1,200	1,300	1,400	1,500	1,600	1,700	1,800
Assistants	-	600	650	700	750	800	900	1,000	Heads of Departments by special vote				
GRAMMAR AND PRIMARY SCHOOLS.													
Master	-	1,400	1,500	1,600	1,700	1,800	1,900	2,000					
Master's Assistant	-	750	500	500	550	550	600	600					
Teachers of all Grades	-	450											
Principals	-	750											
DIRECTORS OF MUSIC.													
Man	-	1,200	1,300	1,400	1,500	1,600	1,700						
Woman	-	600	650	700	750	800	850	900					
DIRECTORS OF DRAWING.													
Man	-	1,200	1,300	1,400	1,500	1,600	1,700						
Woman	-	600	650	700	750	800	850	900					
DIRECTOR OF PENMANSHIP.													
1,000	1,100	1,200	1,300	1,400	1,500								
450	500	500	550	550	600	600	600	600					
TEACHERS OF SEWING.													
									700				

and \$5 additional for each occupied room above number of six. 11 rooms or over, \$850

## APPENDIX III.

---

Graduates of 1909.

High and Grammar Schools, Evening High School, with  
programm of exercises.

Award of Prizes.

Election and Transfers of Teachers.

Resignation of Teachers.

Leaves of Absence of Teachers.

School Census.

Truancy.

Labor Certificates.

Contagious Disease.

Teachers' Directory.

Janitors' Directory.

School Calender.

School Committee for 1910.

## GRADUATIONS, 1909.

The graduation of the class of 1909 of the High School was held in City Hall, Monday afternoon, June 28th. The address was delivered by John H. Finley, L.L.D., President of New York College, and diplomas were presented by Hon. John Breen, Chairman of the High School Committee.

The seven Grammar schools held their usual union graduation exercises at City Hall, on Tuesday afternoon, June 29th. The address was delivered by John H. Fahey, Esq., of Boston, and diplomas were presented to three hundred eighty-seven graduates by Mr. Maurice J. Mahoney, Chairman of the Grammar School Committee.

The Evening High School held their graduation exercises in the High School assembly hall, on Friday evening, February 26th. The address was delivered by Alfred E. Stearns, Principal, Phillips Andover Academy, and diplomas were presented to forty-eight graduates by Mr. Michael J. Sullivan, Chairman of the Evening School Committee.

## ORDER OF EXERCISES.

*Of the Fifty-Eighth Anniversary of the Lawrence High School,  
Monday, June 28, 1909.*

## PROGRAM.

ACCOMPANIST, ARTHUR A. VENNER.

MARCH

MUNICIPAL ORCHESTRA

1. HYMN—"King of Glory" Tune, "Integer Vitae"

CHORUS—"True Freedom" *Margaret Ruthven Lang*  
SCHOOL CHORUS.

2. ADDRESS OF WELCOME,

ANITA SCHNEIDER.

3. CHORUS—"When the Roses Bloom Again,"

SCHOOL CHORUS.

*Adams-Wilson*

## 4. FAREWELL ADDRESS,

EDWARD L. LAWLOR.

## 5. CHORUS—"Out on the Deep,"

*Lohr-Veazie*

SCHOOL CHORUS.

## 6. ADDRESS,

DR. ALLEN STOCKDALE.

## 7. PART SONG—"Oh, My Love's Like a Red, Red

Rose,"

*G. M. Garrett*

SCHOOL CHORUS.

8. Awarding of Diplomas and Hood and Perkins Prizes by Hon. John  
Breen, Vice-Chairman of the School Committee.

## 9. CLASS ODE,

Words by ELIZABETH M. WALKER.

*High School Graduates.*

Arvid Lawrence Anderson  
 Leslie O. Ashton  
 Pearl Gladys Barker  
 Elizabeth May Beedles  
 Bessie Madeline Biery  
 Mary Cecelia Bowler  
 Gertrude Cecelia Brady  
 Clarence Brainerd  
 Muriel Harriet Braithwaite  
 William Laurence Caffrey  
 Francis Leo Carey  
 Roy Edgar Chapman  
 Helen Diantha Friend Colson  
 Raphael Anthony A. Comparone  
 Nellie Cora Copp  
 Daniel J. Costello  
 Laurence A. Crane  
 John William Crawford  
 Mary Genevieve Crawley  
 Mabel Jewett Crosby  
 Nettie I. Crosby  
 Helen Freeman Curtis  
 Arthur John Daw  
 William Jeremiah Deacy  
 Annie Theresa Donovan  
 Fred Arthur Dushame

Allen Elward  
 Annabel Evans  
 Thomas Augustine Finnigan  
 Helen Veronica Fleming  
 Edith Honore Flynn  
 Grace Kathleen Greene  
 Chester J. Greenwood  
 Una Harriet Grover  
 Gertrude Hall  
 Henry William Helberg  
 Leo Augustine Higgins  
 Forrest C. Hinckley  
 Agnes Regina Hogan  
 Lawrence Jagger Hogg  
 Elizabeth Mae Humphrey  
 Florence Alberta Huckman  
 Helen E. Humphrey  
 Thomas Joseph Kanaly  
 William Newman Keefe  
 John J. Kelly  
 Augustine John Kelly  
 Myron Willis Kimball  
 Lillian Mary Koehler  
 Edward Augustine Lawlor  
 Helen Isabell Lawson  
 Elizabeth Madeline Lena

Daniel Joseph Lenane  
 Carl Hastings Lesure  
 Florence Julia Logan  
 Paul Crouse Lyall  
 Frances Statira Magoon  
 Edith Webster Mank  
 Annie Hainsworth Marsh  
 Phillips Brooks Marsden  
 Elizabeth Gertrude Maxwell  
 Josephine Elizabeth McCarthy  
 Henry J. McLaren  
 Russell Alexander McLay  
 Donald Frye McQuesten  
 Bernard Joseph McParland  
 Bernhardt E. Meyer  
 William D'Arcy Millea  
 John Christie Morgan  
 Mary Josephine Moriarty  
 Genevieve Agnes Mullen  
 Helen Loyola Murphy  
 Katharine Irene Murray  
 Marguerite O'Donnell  
 Timothy Francis O'Hearn, Jr.  
 Mary Frances O'Mahoney  
 Elizabeth Edna Parkhurst  
 Mary Josephine Peabody  
 Maud Amy Pierce  
 Ralph Crosby Poore  
 Charles Smith Riley

William Aloysius Riley  
 Dorothy Rogers  
 Anna Louisa Rushforth  
 Helen Mae Ryder  
 Anita Schneider  
 Grace Althea Seavers  
 Andrew Francis Shea  
 William Bainton Slater  
 Milton Carlton Stahl  
 Bertha M. Stewart  
 Frances Madeline Sullivan  
 Catherine Cecelia Sullivan  
 Margaret Mary Sullivan  
 Helen Louise Sweeney  
 George Alfred Taylor  
 Abram S. Tepper  
 Angelia Catharine Tewksbury  
 Norman Lee Tewksbury  
 Harry E. K. Thompson  
 Christina Ross Topham  
 Arthur Albert Venner  
 Adaline Phoebe Walker  
 Elizabeth Marguerite Walker  
 Katherine Frances Walsh  
 Bertha Marie Wilson  
 Violet Chisholm Wilson  
 Herbert Binns Wood  
 Oliver Andrew Wynde

*Honor List.*

WITH GREAT DISTINCTION.

MABEL JEWETT CROSBY      EDITH WEBSTER MANK  
 ANITA SCHNEIDER

*GRADUATING EXERCISES.*

*Lawrence Evening High School, Class of 1909, Friday  
 Evening, February 26, 1909.*

**PROGRAM.**

"TRUMPETER OF THE FORT,"  
 ORCHESTRA.

*Gruenwald*

ORIGINAL DECLAMATION—"True American Citizenship,"  
 FRANK SHARPLES.

ESSAY—"The Foreigner in Our Land,"

ELIZABETH FRANCES MALLEN.

SELECTION—"Marcelle,"

*Luders*

ORCHESTRA.

ESSAY—"Patriotism,"

ETHEL MAY HOLLOWES.

VOCAL SOLO—"Still As the Night,"

*Carl Bohm*

WALTER ALOYSIUS ROWEN.

ADDRESS TO GRADUATES,

ALFRED E. STEARNS,

Principal of Phillips Andover Academy.

AWARDING OF DIPLOMAS AND FLEMING PRIZES,

MR. MICHAEL J. SULLIVAN,

Chairman of the Evening School Committee.

"FROM OCEAN TO OCEAN,"

*Losey*

ORCHESTRA.

*Class of 1909.*

Mary Josephine Barrett	Elizabeth Frances Mallen
Samuel Frank Bendixson	William Henry Manning
George Percy Boothman	Agnes Gertrude McCarthy
Edward Sylvester Burns	James McGovern
John William Clark	Catherine Frances McGrail
James Augustine Collins	John James McKinnon
Reginald Stanley Crawford	Andrew Condie McLeod
Sabina Josephine Delaney	Otto Herman Miethke
Mary Vida Devlin	George Duncan Morrison
James Patrick Donnelly	Robert Francis Murphy
Jerome Leo Donovan	James Johnston Neil
Richard Aloysius Doyle	Alice Mary Phelan
Mary Rita FitzGerald	Daniel Francis Regan
Marion Fyfe	William Frederick Reinhold
Walter Geisler	John Francis Reusch
Gertrude Blanche Godin	James William Riley
Mary Josephine Hart	Walter Aloysius Rowen
Charles Hausler	Frank Sharples
Ethel May Hollowes	Bertha Elizabeth Starling
James Innes	Ethel Sterndale
Thomas Lawrence Kelley	Adrien St. Laurent
Marguerite Dorothea Kennedy	Annie May Trees
Eva Frances Kershaw	Clarence Leon Trumppold
Edward Patrick Lynch	Harold John Waldron

*GRADUATION EXERCISES.*

*Of the Lawrence Grammar Schools at City Hall, Tuesday,  
June 29, 1909.*

**ORDER OF EXERCISES.**

MARCH—"King of the Turf."

HYMN—"Daylight Fills the Sky,"

*Bortinansky*

CHORUS—"The Gallant Volunteer,"

*Marshall*

ADDRESS TO GRADUATES,

JOHN H. FAHEY, ESQ.

PART SONG—"Water Lilies,"

*Karl Linders*

PRESENTATION OF DIPLOMAS,

BY MAURICE J. MAHONEY, ESQ.,

Chairman of the Grammar School Committee.

VOCAL WALTZ—"Life of Goethe,"

*Geibel-Heartz*

*NAMES OF GRADUATES.**Oliver School Graduates.*

Alexander Adler	James F. Gilligan
Bernard M. Albers	Israel B. Goldberg
Lydia E. Bailey	Gertrude Goldberg
George E. Barlow	Walter Hoffman
James F. Bolster	Grace E. Holgate
John A. Buckley	Maurice Jacobs
Ada L. Butters	Annie F. Kay
Lucienne D. Chausse	Samuel K. Kassell
Mary S. Collins	Isabella Keppie
Grace Conway	Franklin J. Killilea
Daniel J. Costello	Frederick J. Lawlor
Ervin Davis	Dora Levene
Rachael E. Dean	Nina B. MacCartney
William V. Donovan	Eva McKenna
Mary S. Ferguson	Thomas McMellon

Sarah Nicholson  
 Thomas Nicholson  
 Sarah C. North  
 Frances C. O'Brien  
 George C. O'Brien  
 Anna B. O'Leary  
 Margaret C. O'Reilly  
 Daniel J. O'Sullivan  
 Herbert W. Parthum  
 Ethel L. Phair  
 Eleanor M. Robinson  
 Engelbert Rosch  
 Laura W. Russell  
 Flora B. Sheppard

Theresa C. Shaunesey  
 Grace E. Simpson  
 Berthold Siskind  
 Monsoor J. Skeirik  
 Mary Slingsby  
 Juan P. Wainwright  
 Herbert G. Warden  
 Ruby T. Webber  
 Gustave A. Weigel  
 Harry H. Weiner  
 Etta M. Wenzel  
 Joseph L. Wingate  
 Warren J. Young

*Alexander B. Bruce School Graduates.*

Harold F. Adams  
 Lawrence J. Ashworth  
 Guy M. Austin  
 Theresa B. Bachand  
 Irene Bramley  
 Marion Broadley  
 Herbert Brouyette  
 Helen Bruce  
 Amy R. Carpenter  
 Harold Chadwick  
 Rhoda A. Chase  
 Leon T. Colman  
 Arthur H. Crompton  
 Delina C. Demers  
 Josephine M. Demers  
 Annie Dereshinsky  
 Mark H. Devlin  
 William R. Dickenson  
 Elinor M. Dorman  
 Joseph Douglas  
 Augusta Edge  
 Emma W. Fitzgerald  
 Hazel M. Gleave  
 Elsie H. Glennon  
 Wilfred C. Herron  
 Harold T. Houston  
 Raymond F. Hansford  
 Andrew R. Jobe  
 Lucy F. Joint  
 Rebecca A. Jolly  
 Roscoe V. B. Judkins  
 Madeleine D. Koffman  
 Sadie Koffman  
 Leo A. Lacaillaude

Agnes McLaren  
 Arthur L. Little  
 Hilda Lord  
 Walter F. Lord  
 Howard M. Marjerison  
 Arthur Marsland  
 Thomas E. Matthews  
 David J. McCracken  
 Frederick Wm. McCraw  
 William A. Murphy  
 Mary P. O'Brien  
 Walter C. Olson  
 Harold Painter  
 Pearl Philbrick  
 Phoebe Pratt  
 Arthur A. Ratte  
 Walter W. Richardson  
 Minnie Richstein  
 Simon J. Richstein  
 Edith A. Riley  
 Sarah S. Ritchie  
 Annie G. Robbins  
 Kenneth A. Ryder  
 Paul T. Searle  
 Elinda Shaw  
 Timothy Shine  
 Susie T. Silverman  
 Howard R. Smith  
 Frank P. Snow  
 Wilfred C. Snow  
 Ovila A. R. St. Pierre  
 Harold L. Sullivan  
 Edward J. Weiner  
 William F. Wylde

*Packard School Graduates.*

Mary T. Black	John C. Janson
Henry E. Boone	Abbie M. Kendrick
Harold R. Boynton	Rose P. Knight
Elsie Brook	Beatrice P. Lawson
Marion E. Brown	Elizabeth P. Leonard
Ella E. Browning	Landa Lord
Ellen M. Burns	Eva J. McCarthy
Percy W. Carr	Helen D. McCarthy
Byron R. Cleveland	Henry C. Millea
Joseph J. Collins	Dorothy M. Mitchell
Patrick E. Connors	Ellen E. Mulvihill
Gertrude E. Crimmins	Mary A. Murphy
Denis W. Delaney	Gertrude Nelb
Margaret M. Donovan	Ruth M. Nowell
James F. Doyle	Roy A. Playdon
Forrest I. Duncan	G. Ernest Porteck
Josephine S. Farrell	Irene M. Rutherford
Janet F. Finley	Mabel F. Salois
Edward A. Fitzgerald	Marguerite V. Scanlon
Genevieve G. Flanagan	Harry A. Schaake
Agnes M. Fleming	Gertrude M. Shackleton
M. Genevieve Forrest	John F. Sheehy
Margaret E. Haigh	Bert E. Sullivan
Eleanor J. Hale	William A. Sullivan
Helen M. Hart	Annie F. Tierney
William E. Hart	Susan E. Tierney
Edward D. Hathaway	Mary J. Tomlinson
Gladys V. Hill	Frederick H. Trenholm
John J. Hill	Martha A. Trenholm
Emily B. Holdsworth	Lorraine M. Vatter
James M. Hudson	Harold J. Wightman
Pearl F. Hughes	John L. Wyman
Patrick J. Igo	

*John R. Rollins School Graduates.*

Abraham L. Abel	Etta M. Doherty
Mildred Annan	Julia Earley
Martha M. Bayreuther	Hattie M. Fischer
Wilbur H. Beanland	Susan Flynn
Walter F. Bergner	Harry L. Gerstenberger
William F. Bohnwagner	Elisabeth E. Grunwald
Annie Brailsford	Helen L. Herzog
Helen M. Bride	Martha Heusler
Annie C. Burns	Etta L. Hoffarth
Samuel E. Cotter	Florence M. Hoffman
Mary J. Daly	Otto Hollander
Eleanora Dick	Belle D. Hutton
Herbert C. Dimlich	Charles L. Hyland

Margaret M. Hyland	Myrtle A. Robertson
Vivian M. Jennings	Bertha S. Ruf
Agnes L. Johnson	Esther H. Rutter
Emma M. Keil	James J. Ryan
Mildred V. Kent	George G. Sandquist
Mamie S. Kiessling	Esther E. Schueler
Ethel W. Kilian	Ida L. Seifert
Doris M. Kimball	Minnie Seifert
C. Wallace Lawrence	Harold W. Stiegler
Robert J. Leupold	Amanda E. Thomas
Herbert Lorenz	Marion S. L. Vollberg
John J. Maginnis	Marie E. Waters
Clara W. Matthes	Irene E. V. Waugh
Charles E. McCarthy	Ellen A. Weber
John J. McDermott	Frederick E. Weller
Charles F. Miller	Helen M. Wiesner
Emily M. Mueller	Samuel W. Wolcott
E. Everett Mullen	William H. Wood
Roslyn A. Riedel	Albert A. Zahn
Ray N. Robator	

*Emily G. Wetherbee School Graduates.*

George S. Bateman	Walter D. Lynch
Gladys M. L. Buchanan	Arthur C. Manock
Ida C. Byrnes	Charles A. Martin
Mary A. Callahan	Edward H. McCabe
William F. Carpilio	Abigail F. McLaughlin
Mabel A. Davidson	Mabel L. Miner
Charles H. Donovan	Warren E. Morrell
Mary C. S. Dunleavy	Marion A. Nash
Mary G. Ganley	Anthony F. Neafsey
M. Marion Hagan	William E. Ryan
John J. Hart	Everett A. Snow
Frank E. Hill	Marion G. Spence
Arthur O. Johnson	Elmer H. Stevens
Josephine J. Johnston	Mildred E. Stevens
Charles E. Kelley	Michael F. Sullivan
John Laidlaw	Blanche M. Wallace
Matilda M. Laidlaw	Mary C. Walsh
Edmund H. Lalime	Corinne E. Welis
Edward J. Leahy	

*John K. Tarbox School Graduates.*

Lillian Aspinall	Mary E. Boucher
Edna R. Baker	George Brouder
Kathryn A. Barrett	Joseph F. Boyle
John P. Begley	James A. Brandy

William T. Broderick  
 Francis A. Burns  
 Doris L. Campbell  
 Mary E. Collins  
 William Dreisel  
 Charles A. Dwane  
 Bessie K. Flanagan  
 Edward J. Farley  
 Antoinette E. Godbout  
 Helen C. Gillen  
 Margaret L. Halloran  
 Lillian B. Halloran  
 Elizabeth N. Howard  
 Esther A. Higginbotham  
 Albert G. Huebsch  
 Sarah I. Ilgovsky  
 Zelma R. Jordan  
 Mary L. Jordan  
 Raymond F. Keefe  
 Walter J. Kennedy  
 Mary C. Lynch

Anna C. Masawitz  
 Annie G. McHugh  
 Lizzie M. McCartney  
 Jessie E. McCartney  
 Hildred A. McCarthy  
 John J. Moriarty  
 Catherine C. Moriarty  
 William D. Morris  
 James H. Morgan  
 Harry W. Morgan  
 Catherine T. Murphy  
 Francis A. Murphy  
 Eli A. Morin  
 Kathryn J. Moloney  
 James J. Mulcahey  
 Patrick J. Nevins  
 William F. Neilon  
 Margaret Rylands  
 Annie Sibulkin  
 Grace E. Thornton  
 Irene S. Worthing

*Gilbert E. Hood School Graduates.*

Elizabeth Arthur  
 Anna L. Bachmann  
 Thomas M. Barbour  
 Richard O. Battles  
 Etta M. Berry  
 Irving C. Blackwell  
 Herman Bochmann  
 Emily Bochmann  
 Katherine H. Brick  
 Lucy W. Cheney  
 Rose G. Cross  
 Odilon De Gagne  
 Lydia E. De Gagne  
 Mary A. Dempsey  
 Joseph G. Engstrand  
 Veronica M. Farley  
 David A. Fleming  
 Fred Geisser  
 Ruth H. Gondard  
 Arthur F. Higgins  
 Stephen W. Humphrey  
 Emma A. Keilhau  
 Alfred Kroetzsch

Ella Linehan  
 Elizabeth B. Lynch  
 Etta Matthes  
 Selma L. Matthes  
 Frank T. McCarthy  
 Louise C. Myer  
 Ernest J. Perry  
 Eleanor V. Petzold  
 Robert H. Petzold  
 Frederick A. Riordan  
 H. Arthur Robinson  
 George A. Schenk  
 Katharine E. Selden  
 Flora A. Stiegler  
 Alice Sweeney  
 John J. Sweeney  
 Cora L. Trumgold  
 Bertha Wessel  
 Alice M. Whittier  
 Fred Zaumseil  
 Anna H. Zuber  
 Hannah Thompson

AWARD OF PRIZES.

---

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School were awarded to Edward A. Lawlor and Edith W. Mank.

The Willard B. Perkins' prizes for the encouragement of English composition in the High School were awarded to the following competitors:—

Class of 1909—Edward Lawlor, Anita Schneider.

Class of 1910—John McKone, Josephine Barlow.

Class of 1911—Samuel Furneaux, Isabel Tobin.

Class of 1912—Wordlow Sloat, Ruth Brackett.

The Hood prizes were awarded to the Prospect Street School and the Walton School.

## CHANGES IN THE TEACHING CORPS.

Teachers elected in 1909.

School	Teacher	Began Service	Salary
High - - -	Emily B. Topham	May 23	\$600
High - - -	Helen G. Mank	Sept. 6	600
High - - -	Kathryn F. Ahern	Sept. 6	600
High - - -	Nathaniel King	Sept. 6	900
High - - -	Ethel D. Woodcock	Sept. 6	600
Oliver - - -	Edna M. McGowan	Sept. 6	450
Bruce - - -	Elizabeth Hendry	Sept. 6	450
Bruce - - -	Rose M. McCabe	Sept. 13	450
Packard - - -	Emily G. Burke	Sept. 6	450
Packard - - -	Emma L. Woodcock	Sept. 6	450
Rollins - - -	Katherine Sidley	Nov. 1	450
Tarbox - - -	Annie Daly	Sept. 6	450
Wetherbee -	Alice B. O'Connell	Sept. 6	450
Storror - -	Elizabeth G. Collins	Sept. 6	450
Storror - -	Rose M. Maguire	Sept. 6	450
Walton - - -	Katherine B. Driscoll	Jan. 17	450
Harrington -	Annie F. Driscoll	Sept. 13	450
Harrington -	Kathryn M. Sullivan	Sept. 22	450
Amesbury - -	Bessie G. Knapton	Sept. 6	450
Franklin - -	Eva O'Sullivan	Sept. 23	450
Oak - - -	Lesley Willan	Sept. 27	450
Special - - -	Mary L. Singleton	Sept. 23	450
Newbury - -	Ellen L. Toye, Principal	Sept. 6	750

## TRANSFER OF TEACHERS.

Teachers	From	To
Josephine McQuade	Amesbury	Tarbox
Jean U. Jeffrey	Storror	Hood
Margaret G. Tierney	Packard	Union
Ellen L. Toye	Packard	Newbury
Gertrude L. O'Connell	Special	Harrington
Anna A. Gens	Oak	Special

## RESIGNATION OF TEACHERS, 1909.

School	Teacher	Resignation Took Effect	In Service
High - - -	William H. Dooley	May 21	3 years
High - - -	Ella M. Robinson	July 1	13 years
High - - -	Julia A. Davis	July 1	2 years
High - - -	August Sonntag	July 1	6 years
Oliver - - -	Marie W. Collins	July 1	15 years
Bruce - - -	Mary E. Foster	July 1	15 years
Packard - - -	Helen F. Hughes	June 6	8 years
Tarbox - - -	Nora A. McNulty	July 1	15 years
Tarbox - - -	Therese A. Lane	July 1	16 years
Wetherbee - - -	Marion A. Lewis	July 1	2 years
Union - - -	Stella A. Maffett	July 1	5 years
Storrorw - - -	Josephine A. Lundberg	Feb. 25	7 years
Newbury - - -	Nellie E. Smart	May 9	26 years

## LEAVE OF ABSENCE OF TEACHERS, 1909.

School	Teacher	From	To
Park - - -	Florence M. Abbott	April 1909	Feb. 1910
Rollins - - -	Leonora Knapton	Sept. 1909	Feb. 1910
Rollins - - -	Ella M. Eastman	Sept. 1909	Feb. 1910
Harrington -	Leslie Dana	Sept. 1909	Feb. 1910
Hampshire -	Emma F. Hutchinson	Nov. 1909	Feb. 1910
Park - - -	Helen S. Chubb	March 1909	June 1909

## SCHOOL CENSUS—SEPTEMBER 1909.

	1909	1908	1907	1906	1905
Ward 1.....	2318	2023	2392	2206	2297
Ward 2.....	1607	1573	1606	1486	1359
Ward 3.....	1992	1940	2197	2169	2146
Ward 4.....	1744	2090	2038	1939	1882
Ward 5.....	2967	2864	2573	2682	2553
Ward 6.....	2612	2249	2394	2359	2309
<hr/>					
Totals .....	13,240	12,739	13,200	12,841	12,546

Increase for 1909 from 1908—501.

Increase for 1909 over 1905—694.

## WORK OF TRUANT OFFICERS.

1909	No. of schools visited	No. of absences reported by teachers	No. of absences without permission of parents	No. of second offences	No. of third offences	No. of parents or guardians notified	No. returned to school from the street	No. of arrests	No. of prosecutions	Instances of tardiness investigated
January	312	181	4	0	0	181	10	2	2	20
February	345	229	7	1	0	229	6	0	0	15
March	449	386	8	1	0	368	14	1	1	22
April	544	489	26	5	0	489	21	0	0	22
May	431	510	19	2	1	492	16	1	1	13
June	504	434	37	7	6	353	22	4	4	18
September	479	315	17	8	2	307	18	0	0	16
October	515	390	13	8	5	370	25	1	1	20
November	379	278	9	4	7	257	13	1	1	16
December	675	389	14	1	6	382	13	3	3	18
Totals	4630	3601	154	37	27	3428	158	13	13	180

*Result of Prosecutions.*

Placed on Probation .....	4
Committed to Training School .....	9

## LABOR CERTIFICATES.

In the following tables will be found the number of labor certificates issued:—

Between 14 and 16 years of age.

1909	January	February	March	April	May	June	July	August	September	October	November	December	Total
Certificates	100	86	108	102	60	166	264	96	121	94	66	75	1338
Issued													

Showing an increase for 1909 of 369.

---

Between 16 and 21 years of age.

1909	January	February	March	April	May	June	July	August	September	October	November	December	Total
Literates	162	313	254	223	245	213	244	138	295	108	84	81	2360
Illiterates	95	111	216	260	296	309	217	190	239	52	32	40	2037
Totals	257	424	470	483	541	522	461	328	534	160	116	121	4397

Increase for 1909—1822.

CONTAGIOUS DISEASES REPORTED BY BOARD  
OF HEALTH, 1909.

	January	February	March	April	May	June	September	October	November	December	Totals
Diphtheria .....	20	13	28	6	4	16	15	17	20	13	152
Scarlet Fever .....	6	4	5	3	8	7	7	12	12	19	83
Measles .....	60	10	67	129	166	132	6	17	18	47	652
Small Pox .....	0	0	1	0	0	0	0	0	0	0	1
Totals .....	86	27	101	138	178	155	28	46	50	79	888

*TEACHERS.**In Service December 31, 1909.*

(The numerical letters designate the grade.)

## HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

	Name and Residence.	Began Salary.	Service.
James D. Horne, Master, 58 Saunders St. ....	\$3,000	1894	
Edward S. Riley, Sub-Master, 6 Forest St. ....	2,000	1892	
Ada Lear, 82 Bradford St. ....	1,200	1873	
A. L. Fulkerson, Methuen ....	1,500	1895	
Elizabeth O'Leary, 121 Haverhill St. ....	1,500	1896	
Ernest C. Jewell, 463 Lowell St. ....	1,800	1897	
Martha D. Tracy, 5 Oak St. ....	1,000	1897	
Alice B. Macdonald, 592 Haverhill St. ....	1,200	1896	
Susana T. O'Connor, 19 Logan St. ....	1,000	1899	
Bertha A. Merrill, 39 Abbott St. ....	1,000	1901	
Katherine R. Regan, North Andover ....	1,000	1901	
Edward F. Clegg, 193 Bailey St. ....	1,300	1902	
C. F. Sullivan, 85 East Haverhill St. ....	1,000	1906	
Bertha E. Abercrombie, 66 Warren St. ....	800	1906	
Michael J. Mann, 110 Auburn St. ....	1,200	1904	
Anna T. Mulholland, 393 Hampshire St. ....	1,000	1904	
Harriet C. Lord, 86 Ames St. ....	1,000	1904	
Noelia Dubrule, 57 Bradford St. ....	1,000	1904	
John A. McGilvrey, 28 Orchard St. ....	1,100	1905	
Mary A. Driscoll, 247 Salem St. ....	1,000	1906	
Harriet Sleeper, 118 East Haverhill St. ....	1,000	1906	
M. Elizabeth Carroll, 297 High St. ....	600	1908	
Francis X. Hogan, 99 Farnham St. ....	800	1908	
Helen G. Mank, 556 Haverhill St. ....	600	1909	
Katheryn F. Ahern, 40 White St. ....	600	1909	
Nathaniel King, 211 Bruce St. ....	900	1909	
Ethel D. Woodcock, 411 Broadway ....	600	1909	

## OLIVER SCHOOL.

Haverhill Street (Opposite Lawrence Common.)

Grade.	Name and Residence.	Began Salary.	Service.
VIII.	Laurence J. O'Leary, Master, 19 Swan St. ....	\$1,900	1901
VIII.	Katherine M. Kenney, 379 Park St. ....	750	1881
VIII.	Margarettta T. O'Sullivan, 137 Lawrence St. ....	700	1881
VIII.	Frances M. Brainerd, 57 Kendall St. ....	550	1905

VII.	Emily V. Brooks, 12 Berkeley St. ....	700	1895
VI.	Ella F. Arthur, 305 Lowell St. ....	700	1898
VI.	May I. Lawlor, 100 Bennington St. ....	600	1902
VI.	Mary E. Geraghty, 42 Summer St. ....	600	1902
VII.	Maria T. Cogger, 265 Haverhill St. ....	700	1899
V.	Caroline S. Brady, 34 Cedar St. ....	700	1898
V.	M. Josephine Nichols, 47 Avon St. ....	600	1904
VI.	Mary A. O'Sullivan, 164 Salem St. ....	550	1905
VII.	Mary A. Herlihy, 19 Currier St. ....	550	1905
V.	Susan B. Frost, 264 Jackson St. ....	600	1906
V.	Mary C. McGowan, 14 Berkeley St. ....	500	1907
IV.	Margaret L. Sullivan, 155 Saratoga St. ....	500	1907
IV.	Helen S. McGregor, 37 Lake St. ....	550	1906
VI.	Rosa H. Moeckel, 20 Rhine St. ....	500	1908
IV.	Edna M. McGowan, 14 Berkeley St. ....	450	1909

## ALEXANDER B. BRUCE SCHOOL.

Ames Street (Between Olive and Byron Avenues.)

Grade.	Name and Residence.	Salary.	Began Service.
	Wendell P. Brown, Master, 51 Smith St. ....	\$2,000	1895
VIII.	Sarah A. Barlow, 48 Washington St. ....	750	1887
VIII.	Camelia A. Howe, Methuen ....	700	1896
VII.	Mabel F. Noyes, Methuen ....	700	1890
VII.	Ida L. Freeman, 503 Haverhill St. ....	700	1893
VII.	Minnie A. Brown, Methuen ....	700	1895
VI.	Emma Stewart, 586 Haverhill St. ....	700	1895
VI.	Manora A. Bradford, 32 Concord St. ....	700	1896
V.	Helen M. Sawyer, 51 Railroad St. ....	550	1905
V.	Elizabeth Hendry, 17 Essex Ave. ....	450	1909
VI.	Elisabeth Entwistle, 3 Caulkins C. ....	700	1897
V.	Gertrude E. Fox, 18 Washington St. ....	550	1905
V.	Bertha L. Morse, 194 Broadway ....	550	1905
V.	Jennie M. Kerr, 10 Forest St. ....	550	1905
I.	Edna V. Haigh, 57 Butler St. ....	500	1908
Asst.	Rose M. McCabe, 18 Byron Ave. ....	450	1909

## PACKARD SCHOOL.

Parker Street (Between Abbott and Bailey Street.)

Grade.	Name and Residence.	Salary.	Began Service.
	John J. Mahoney, Master, 16 Logan St. ....	\$1,900	1903
VIII.	Margaret G. Scanlon, 347 Salem St. ....	750	1884
VIII.	Jennie A. McManus, 29 So. Broadway ....	700	1894
VIII.	Jessie E. Simpson, 92 Salem St. ....	700	1895
VI.	Catherine G. O'Leary, 242 Salem St. ....	700	1895
VII.	Anna H. Desmond, 15 Springfield St. ....	700	1895

VII.	Ellen M. O'Connell, 166 Bailey St. ....	550	1906
V.	Mary E. Flanagan, 28 Kingston St. ....	600	1903
VI.	Mary E. Harrington, 110 Newton St. ....	600	1902
IV.	Edith L. Whittemore, 5 Springfield St. ....	600	1902
VI.	M. Elizabeth Church, 42 Salem St. ....	600	1903
VII.	Julia N. Collins, 263 So. Broadway ....	550	1905
V.	Emily G. Burke, 210 Bailey St. ....	450	1909
III.	Helen F. Gainey, 1 Kingston St. ....	600	1900
III.	Emma L. Woodcock, 165 South Broadway ....	450	1909
III.	M. Eva Russell, 29 Dorchester St. ....	700	1899
V.	Edna Stratton, 59 Garfield St. ....	600	1902
IV.	Louise M. O'Connell, 59 Osgood St. ....	500	1905
V.	Julia T. Lenane, 65 Exeter St. ....	500	1907

## JOHN R. ROLLINS SCHOOL.

Howard Street (Corner of Platt.)

Grade.	Name and Residence.	Salary.	Began Service.
	Hector L. Belisle, Master, 6 Sheridan St. ....	\$2,000	1896
VIII.	Maria Smith, 11 Berkeley St. ....	750	1891
VIII.	Mary Eastham, 33 Woodland St. ....	700	1888
VII.	Emma J. Baker, 22 Belmont St. ....	700	1889
VII.	Emma M. Ramsay, 16 Graichen Terrace ....	600	1903
V.	Lena A. Nolan, Andover ....	700	1898
VII.	Catherine L. Fitzpatrick, 283 High St. ....	700	1894
VI.	Ellen C. Greene, 5 Haverhill St. ....	700	1895
VI.	Isabel F. Robbins, 78 East Haverhill St. ....	700	1896
VI.	Grace Wadsworth, 5 Quincy St. ....	700	1896
V.	Nellie J. Finegan, North Andover ....	500	1908
V.	Eleanor C. O'Connor, 19 Logan St. ....	600	1903
IV.	A. Gertrude Fox, 7 Woodland St. ....	500	1908
Asst.	Katherine Sidley, 93 Bodwell St. ....	450	1909

## JOHN K. TARBOX SCHOOL.

Alder Street (Corner of Walnut.)

Grade.	Name and Residence.	Salary.	Began Service.
	Dennis E. Callahan, Master, 21 Belmont St. ....	\$1,700	1902
VIII.	Margaret M. O'Neil, 147 Franklin St. ....	750	1895
VIII.	Katherine A. Hynes, Methuen ....	700	1897
VI.	Teresa M. Twomey, 190 Park St. ....	600	1899
VI.	Mary L. Cotter, 58 Exchange St. ....	700	1897
V.	Margaret A. Brouder, 139 Arlington St. ....	700	1898
VI.	Nellie M. Reardon, 44 Manchester St. ....	700	1899
V.	Mary F. Deacy, 51 Fern St. ....	600	1900

V.	Laura A. D. Lord, 216 Bailey St. ....	600	1902
VI.	Josephine M. McQuade, 142 Saratoga St. ....	600	1903
V.	Annie Daley, 214 Chestnut St. ....	450	1909
Asst.	Mary J. Conway, 264 Chestnut St. ....	550	1905

## EMILY G. WETHERBEE SCHOOL.

Newton Street.

Grade.	Name and Residence.	Salary.	Began Service.
VIII.	John F. Higgins, Master, Broadway Chambers, \$2,000	\$2,000	1901
VIII.	Mary F. Collins, 9 Winthrop Ave. ....	750	1893
VIII.	Lauretta M. McCabe, 17 Margin St. ....	700	1899
VI.	Nora R. O'Neil, 342 S. Broadway ....	700	1897
VII.	Ellen T. Holland, 15 Brookfield St. ....	600	1900
VII.	Katherine M. Nolan, Andover ....	700	1898
V.	Mary F. Hines, 8 Winthrop Ave. ....	600	1902
V.	Elizabeth F. Donovan, 3 Temple St. ....	600	1903
IV.	Ella M. Hayes, 9 Warren St. ....	550	1905
IV.	Margaret T. Donovan, 94 Bradford St. ....	550	1906
VI.	Gertrude F. Curtis, 320 Ames St. ....	600	1907
Asst.	Alice B. O'Connell, 59 Osgood St. ....	450	1909

## GILBERT E. HOOD SCHOOL.

(Lawrence Practice School.)

Park and Bruce Street.

Grade.	Name and Residence.	Salary.	Began Service.
	Leila M. Lamprey, Principal, 16 Quincy St. ....	\$1,800	1883
	Ella F. Eastman, Critic Teacher, 54 Berkeley St. ....	800	1880
	Annie L. O'Connor, Critic Teacher, 10 Whitman St. ....	800	1893
	Emma J. Greenwood, Critic Teacher, 184 Jackson St. ....	800	1896
VII.	Nellie S. Winchester, 31 East Haverhill St. ....	700	1894
VII.	H. Frances McDonnell, North Andover ....	700	1896
VIII.	Mary A. Mahoney, North Andover ....	700	1893
VII.	Grace L. Conlin, 10 Albion St. ....	600	1901
VI.	Mabel M. Mullen, 258 Jackson St. ....	600	1900
VI.	Laura K. Prescott, 690 Haverhill St. ....	600	1901
V.	E. Mabel Andrews, 5 Kendrick St. ....	700	1895
IV.	Ellen C. Tobin, 480 Haverhill St. ....	700	1898
III.	Ethel C. Ramsey, 293 Jackson St. ....	700	1898
I.	Ada B. Locke, 177 Ferry St. ....	550	1905
Asst.	Agnes M. Finegan, North Andover ....	500	1905
Asst.	Jean U. Jeffrey, 43 Holly St. ....	500	1908

## DANIEL SAUNDERS SCHOOL.

South Broadway (Near Andover Street).

Grade.	Name and Residence.	Salary.	Began Service.
	Julia P. Tompkins, Principal, 41 South St. ....	\$765	1866
IV.	Carrie J. Pingree, 259 Andover St. ....	700	1881
III.	Molly B. Marsh, 334 Andover St. ....	700	1895
III.	Mary H. Callahan, 69 Exeter St. ....	700	1896
II.	Jennie M. Quealy, 379 Haverhill St. ....	700	1899
II.	Margaret G. O'Brien, 23 Cross St. ....	700	1898
I.	Josephine A. Kelley, 6 Winthrop Ave. ....	700	1893
I.	Nellie S. Stackpole, 66 Abbott St. ....	700	1893
II.	Z. Alice McKenney, 245 Andover St. ....	600	1900
Asst.	Mary A. Wholey, 8 Kingston St. ....	500	1908

## UNION STREET SCHOOL.

Andover Street (Corner South Union Street).

Grade.	Name and Residence.	Salary.	Began Service.
II.	Mary A. Kehoe, Principal, 8 Tremont St. ....	\$750	1882
II.	Sarah E. Webster, 318 Andover St. ....	700	1881
II.	Maud Vatter, 22 Albion St. ....	700	1891
I.	Grace V. Desmond, 15 Springfield St. ....	600	1902
I.	Ella M. Churchill, 11 Cedar St. ....	700	1899
I.	Margie C. Connor, 30 Osgood St. ....	700	1899
Asst.	Margaret E. Tierney, 45 Salem St. ....	550	1905
Asst.	Lillian B. Haverty, 279 So. Broadway ....	550	1905

## ARLINGTON SCHOOL.

Tenney Street.

Grade.	Name and Residence.	Salary.	Began Service.
	Bridget A. Halley, Principal, 46 Avon St. ....	\$760	1887
IV.	Letitia Wilcox, North Andover ....	700	1896
IV.	Lola F. Clifford, 355 Haverhill St. ....	700	1897
III.	Helen M. Bean, 54 Holly St. ....	700	1862
II.	Grace F. Conway, 1 Tremont St. ....	700	1889
III.	Katherine W. Murray, 16 Highland St. ....	700	1898
II.	Mary M. Butler, 93 Bradford St. ....	700	1899
I.	Ellen M. Murphy, 128 Franklin St. ....	550	1904
I.	Jessie R. Brown, Methuen ....	600	1901
Asst.	Elsie Eastham, 13 Whitman St. ....	550	1906

## PARK STREET SCHOOL.

Park Street (Between Lexington and Trenton Streets).

Grade.	Name and Residence.	Began Service.	Salary.
IV.	Georgia Patterson, Principal, 211 Bruce St. ....	1877	\$760
IV.	Elizabeth J. Callahan, 1 Albion St. ....	1883	700
III.	Mary E. Corkhill, 244 Park St. ....	1901	600
III.	Mary L. Scanlon, 10 Lexington St. ....	1904	600
II.	Florence L. Abbott, 50 Thorndike St. ....	1895	700
II.	Agnes A. Ashe, Methuen .....	1898	700
II.	Helen S. Chubb, 149 Berkeley St. ....	1891	700
I.	Margaret M. Griffin, 19 Durant St. ....	1902	600
Asst.	Margaret G. Kennedy, 49 Willow St. ....	1897	700
I.	Mary G. Griffin, 19 Durant St. ....	1907	500

## PROSPECT STREET SCHOOL.

East Haverhill Street (Corner of Prospect Street).

Grade.	Name and Address.	Began Service.	Salary.
III.	Fanny H. Stratton, Principal, 126 East Haverhill St. ....	1876	\$750
I.	Martha J. Sargent, 168 East Haverhill St. ....	1888	700
I.	Elizabeth H. Stannard, 118 East Haverhill St. ....	1885	700
I.	Alice W. O'Connor, 19 Logan St. ....	1906	550
II.	Nora G. Cullinane, 17 Currier St. ....	1903	600
Asst.	Anna M. O'Connell, 64 East Haverhill St. ....	1907	500

## STORROW SCHOOL.

Storrow Street (Near Storrow Park).

Grade.	Name and Residence.	Began Service.	Salary.
V.	Hattie B. Collins, Principal, 110 East Haverhill St. ....	1876	\$750
IV.	Alice L. Trott, Howard St. ....	1891	700
III.	Margaret W. Mowat, 76 East Haverhill St. ....	1897	700
Asst.	Annie M. Fisher, 115 Newbury St. ....	1903	600
II.	Elizabeth J. Hartwig, 154 Newbury St. ....	1905	550
IV.	Helen Campbell, 19 Howard St. ....	1906	550
Asst.	Edith J. Sargent, 168 East Haverhill St. ....	1907	500
Asst.	Mary L. Greene, 5 Haverhill St. ....	1906	550
Asst.	Elizabeth G. Collins, 7 Jackson Terrace ....	1909	450
Asst.	Rose M. Maguire, 3 Elm St. ....	1909	450

## WALTON SCHOOL.

Methuen Street (Corner of Newbury Street).

Grade.	Name and Address.	Began	Salary.	Service.
II.	Mary J. Shinnick, Principal, 44 Osgood St. ....	\$750		1897
II.	Nellie L. Stoddard, 86 Jackson St. ....	700		1877
I.	Bessie G. Gainey, 1 Kingston St. ....	600		1901
I.	Hannah T. Curtin, 2 Daisy St. ....	600		1903
Asst.	Anastasia G. O'Brien, 53 Bennington St. ....	600		1903
Asst.	Mabel J. Connor, 52 Montgomery St. ....	500		1908
Asst.	Katherine B. Driscoll, 80 Kingston St. ....	450		1909

## NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

Grade.	Name and Address.	Began	Salary.	Service.
IV.	Ellen L. Toye, Principal, 240 Andover St. ....	\$750		1882
IV.	Vesta E. Shackford, 61 Newbury St. ....	700		1883
III.	Enah I. Orff, 49 Avon St. ....	600		1903
III.	Alice E. Gill, 33 Jackson St. ....	700		1897
Asst.	Grace Sampson, 73 Myrtle St. ....	450		1908

## HARRINGTON SCHOOL.

Newbury Street (Corner Elm Street).

Grade.	Name and Address.	Began	Salary.	Service.
III.	Leslie Dana, Principal, 7 East Haverhill St. ....	\$750		1876
II.	Florence D. Hall, 100 Saunders St. ....	700		1884
II.	Margaret E. Loftus, 153 Newbury St. ....	700		1893
I.	Ada L. Riordan, 40 Mechanic St. ....	700		1896
Asst.	Anna F. Churchill, 16 Graichen Terrace ....	600		1902
Asst.	Gertrude L. O'Connell, 59 Osgood St. ....	600		1903
Asst.	Annie F. Driscoll, 80 Kingston St. ....	450		1909
Asst.	Katheryn M. Sullivan, 155 Saratoga St. ....	450		1909

## AMESBURY STREET SCHOOL.

Amesbury Street (Corner Lowell Street).

Grade.	Name and Address.	Began	Salary.	Service.
II.	Mary E. Leary, Principal, 203 Haverhill St. ....	\$750		1888
II.	Genevieve M. Tierney, 21 Tremont St. ....	700		1895
I.	Mary G. Brogan, 20 Avon St. ....	700		1897
I.	Katherine A. Twomey, 180 Park St. ....	550		1905

I.	Alicia T. Quealy, 379 Haverhill St. ....	550	1905
I.	Katherine A. Regan, 32 Storrow St. ....	550	1906
Asst.	Mary Maloney, 53 Holly St. ....	500	1908
Asst.	Bessie Knapton, 67 Myrtle St. ....	450	1909

## HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

Grade.	Name and Address.	Salary.	Began Service.
V.	Emma F. Hutchinson, Principal, 126 Franklin St. .	\$750	1881
IV.	Josephine L. Chase, 13 Morton St. ....	700	1882
III.	Anna C. Lane, 91 Bennington St. ....	700	1895
III.	Helen G. Kennedy, 23 Wilmot St. ....	700	1896
Asst.	Nettie Murray, 334 Ames St. ....	550	1895

## CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

Grade.	Name and Address.	Salary.	Began Service.
V.	Margaret S. Brown, Principal, 181 Jackson St. .	\$750	1899
V.	K. Agnes Donovan, 50 Bradford St. ....	600	1902
IV.	Mattie M. Hatch, 19 Wyman St. ....	700	1892
IV.	Ellen G. Dunn, 83 Cross St. ....	700	1894
Asst.	Katharyne M. Mahoney, 39 Willow St. ....	500	1908

## FRANKLIN SCHOOL.

Franklin Street (Corner of Lowell Street).

Grade.	Name and Address.	Salary.	Began Service.
III.	Caroline G. Donovan, Principal, 56 Bradford St. .	\$750	1894
II.	Edith M. Messer, 579 Haverhill St. ....	700	1887
I.	Margaret L. Shanahan, 60 Avon St. ....	700	1896
I.	Mary E. Clifford, 355 Haverhill St. ....	550	1905
Asst.	Ina P. Washburn, 142 Franklin St. ....	550	1906
Asst.	Eva O'Sullivan, 29 Tremont St. ....	450	1909

## ESSEX SCHOOL.

Head of Essex Street.

Grade.	Name and Address.	Salary.	Began Service.
	Annie M. Kennedy, Principal, 394 Ames St. ....	\$850	1900
IV.	Bertha E. Holtham, 67 Bodwell St. ....	550	1905

IV.	Daisy E. Stevens, 98 Auburn St. ....	600	1902
III.	Florence E. Griffin, 56 Bradford St. ....	700	1878
IV.	Emma F. Churchill, 11 Cedra St. ....	600	1904
IV.	Lillian Holtham, 67 Bodwell St. ....	600	1903
III.	Eleanor F. Sullivan, 8 Reservoir Terrace ....	600	1900
III.	Mary G. McCabe, 18 Byron Ave. ....	550	1905
III.	Elizabeth C. Miles, 20 Pearl St. ....	550	1906
Asst.	Alice O'Leary, 426 Lowell St. ....	550	1906

## WARREN STREET SCHOOL.

Warren Street (Near Essex Street).

Grade.	Name and Address.	Began	Salary.	Service.
III.	I. Mae Magoon, 26 Butler St. ....	\$600		1903
II.	Maude Gorman, 6 Royal St. ....	600		1903
I.	Margaret M. Crowley, 610 Lowell St. ....	600		1903
I.	Lydia H. Mahoney, 165 Margin St. ....	600		1901

## LOWELL STREET SCHOOL.

Warren Street (Corner Lowell Street).

Grade.	Name and Address.	Began	Salary.	Service.
II.	Mary A. Dame, Principal, 614 Haverhill St. ...	\$750		1873
II.	Anne S. Lane, 121 Butler St. ....	700		1880
I.	Cora A. Miles, 20 Pearl St. ....	600		1902
I.	Anna J. Murray, 39 Warren St. ....	700		1895

## RIVERSIDE SCHOOL.

School Street (Corner Doyle Street).

Grade.	Name and Address.	Began	Salary.	Service.
II.	Florence Smith, Principal, 555 Haverhill St. ...	\$750		1885
II.	Grace E. Kingston, 58 Bellevue St. ....	700		1894
I.	Ellen I. McCartin, 50 Warren St. ....	600		1901
I.	Elsie R. Houston, 216 Broadway ....	600		1901

## WASHINGTON SCHOOL.

Manchester Street (Corner Washington Street).

Grade.	Name and Address.	Began	Salary.	Service.
II.	Elizabeth F. Devlin, Principal, 70 Cross St. ....	\$750		1886
III.	Elizabeth S. McGregor, 37 Lake St. ....	700		1899

II.	Lizzie M. Crabtree, 97 Greenwood St. ....	700	1892
II.	Sara A. White, 48 Holly St. ....	700	1897
I.	Alice V. Fitzgerald, 62 Holly St. ....	600	1900
I.	Mabel J. Cheney, North Andover ....	700	1894
Asst.	Josephine E. Lawlor, 100 Bennington St. ....	550	1905

## OAK STREET SCHOOL.

Oak Street (Rear of Oliver School).

Grade.	Name and Address.	Began	Salary.	Service.
	Ellen M. Dooley, Principal, 144 Jackson St. ...	\$850		1881
III.	Agnes E. English, 138 Franklin St. ....	600		1903
II.	Kathleen C. Doheny, 349 Haverhill St. ....	700		1898
I.	Alice T. Keefe, North Andover ....	600		1900
I.	Rachel H. Stannard, 118 East Haverhill St. ...	600		1901
I.	M. Evelyn Josselyn, 1 Methuen St. ....	600		1901
Asst.	Elizabeth Lawlor, 100 Bennington St. ....	600		1903
III.	Marie McDonnell, 83 Lexington St. ....	500		1906
Asst.	Margaret G. Mahoney, 7 Acton St. ....	550		1906
Asst.	Lesley Willan, 105 Greenwood St. ....	450		1909

## SPECIAL SCHOOL FOR NON-ENGLISH SPEAKING PUPILS.

Old High School Building, Haverhill Street.

Name and Address.	Began	Salary.	Service.
Anna A. Murphy, 89 Bromfield St. ....	\$550		1905
Gertrude V. O'Sullivan, 164 Salem St. ....	450		1908
Mary G. Ferrin, 81 Lawrence St. ....	450		1908
Louise A. Bishop, 40 Phillips St. ....	450		1908
Anna A. Gens, 91 Park St. ....	500		1908
Grace M. Coveney, 411 Andover St. ....	450		1909
Mary L. Singleton, 94 Lawrence St. ....	450		1909

## DIRECTORS OF MUSIC.

Name and Address.	Began	Salary.	Service.
W. W. Keays, Melrose ....	\$650		1875
Mary E. Mahoney, 182 Hampshire St. ....	1,000		1899

## DIRECTORS OF DRAWING.

Name and Address.	Began	Salary.	Service.
A. W. Scribner, 10 Pearl St. ....	\$1,700		1891
Annie T. McCarthy, 347 Haverhill St. ....	850		1902

## SUPERVISOR OF PENMANSHIP.

Name and Address.	Began
Salary.	Service.
D. W. Hoff, 6 Hillside Ave. ....	\$1,400      1899

## TEACHERS OF SEWING.

Name and Address.	Began
Salary.	Service.
Etta S. Newton, 41 Vine St. ....	\$700      1886
Gertrude M. Joyce, 34 Berkeley St. ....	700      1886
Eleanor E. Qualey, 379 Haverhill St. ....	600      1901
Mary Doyle, 32 Willow St. ....	500      1907
Grace E. Holden, 61 Cambridge St. ....	500      1908

## UNDERGRADUATES IN HOOD TRAINING SCHOOL.

## Five Months Supplementary Course.

Ruth M. Daniels, 44 Summer St.  
 Carolyn G. Donovan, 3 Temple St.  
 Evelyn P. Hutchins, 44 Butler St.  
 Frances Finegan, North Andover.  
 Margaret S. Logan, 8 Hillside Ave.  
 Elizabeth Ollis, 273 Haverhill St.  
 Jemima Prescott, 690 Haverhill St.

## UNDERGRADUATES IN HOOD TRAINING SCHOOL.

## Three Months Practice Division.

Gertrude E. Ball, 34 Pleasant St.  
 Abbie G. Bateman, 25 Newton St.  
 Mary L. Bresnahan, 3 Perry St.  
 Grace E. Calnan, 4 Nelson St.  
 Ethel D. Curtin, 2 Daisy St.  
 Elizabeth A. Delaney, 14 Trenton St.  
 Mary E. Devoy, 19 Mt. Vernon St.  
 Elizabeth H. Elliott, 61 Bowdoin St.  
 Margaret L. Finegan, North Andover.  
 M. Josephine McDowell, 144 Oxford St.  
 Annie L. Sheehy, 25 Phillips St.

*EVENING SCHOOL TEACHERS.*

JOHN J. MAHONEY, Supervisor.

**HIGH SCHOOL.**

DANIEL J. ARUNDEL, Principal.

Edward S. Riley	Margaretta O'Sullivan
Helen Owens	Jeremiah Herlihy
Edward P. Morton	C. J. Sullivan
Mary A. Bailey	Ida Ryan
Arthur McCormick	Edward McAnally
Anna Mulholland	Daniel Norton
Laura Farnham	Cornelius J. Mahoney
Charles Hanrahan	Walter T. Rochefort
Michael S. O'Brien	Maurice McLaughlin
Laurence J. O'Leary	D. W. Hoff
Julia Collins	Charles J. O'Sullivan
Emma Ramsay	Helen Sawyer
Emily Brooks	Anna Churchill

*Drawing.*

A. W. Scribner

A. L. Fulkerson

Mary Looney

**OLIVER SCHOOL.**

JOHN C. SANBORN, JR., Principal.

HUGH McCONNOR, Assistant Principal.

WILLIAM J. DELANEY, Assistant Principal.

GEORGE McLANE, JR., Assistant Principal.

Z. A. Berthiaum	Mary E. Flanagan
Agnes English	Valeda E. Marier
Helen R. O'Brien	Marie McDonnell
Elizabeth Hartwig	Eva Morache
Elizabeth Church	Anna Murphy
Mary O'Sullivan	Katharine Murray
Katherine Regan	Gertrude O'Connell
Grace M. Hanrahan	Josephine M. McQuade
Nonie M. Ahern	Myrtie Brooks
Mary A. Linehan	Edith Whittemore

Mona Shea	Gertrude Hanrahan
May Lawlor	Alice O'Leary
Elizabeth A. Reid	Margaret Griffin
Kathryn Twomey	Gertrude Hartwell
Arthur A. Auger	Louise A. Bishop
Frances Shinnick	Kathyne Mahoney
Mary Hannon	Josephine McQuade
Mary Conway	Mary L. Scanlon
Angelo Perez	Grace Desmond
Elsie Eastham	Agnes Donovan
Mary McSweeney	

**ESSEX SCHOOL.****ELIZABETH C. MILES**, Assistant in-charge.

Cora A. Miles

Elizabeth Hendry

Gertrude Fox

**PACKARD SCHOOL.****DENNIS E. CALLAHAN**, Principal.T. H. Vincent  
Louis Golden  
Paul KruschwitzF. X. Hogan  
F. Maud Brainerd  
Herbert T. Stowell**TRUANT OFFICERS.**

James R. McGowan, 14 Berkeley St.

Edwin J. Cate, 142 Howard St.

Michael Sullivan, 85 East Haverhill St.

**SUPERINTENDENT'S CLERK.**

Ida Ryan, 3 Concord St.

**CLERK IN THE OFFICE OF THE HIGH SCHOOL.**

Margaret G. Buckley, 23 Clinton St.

## SCHOOL JANITORS—DECEMBER, 1909.

School.	Name.	Residence.
High and Manual Training	Andrew Dunn	21 Buswell St.
Hood and Prospect St.	Patrick Fitzpatrick	38 Trenton St.
Oliver	Michael McCarthy	55 Osgood St.
Bruce	John Dolan	34 Currier St.
Rollins	Martin Egan	108 Park St.
Tarbox	Michael J. Clark	82 Haverhill St.
Wetherbee	William S. Ford	533 Lowell St.
Packard and Packard Annex	Waldo H. Lesure	5 Home St.
Saunders and Saunders Annex	William A. Summers	120 Amesbury St.
Essex and Riverside	Daniel J. Donovan	274 Salem St.
Washington and Arlington	John Scannell	7 Chester St.
Lowell St. and Warren Union St.	M. F. Donovan	9 Merrimack View
Amesbury St. and Oak St.	R. G. Newton	446 Andover St.
Hampshire St. and Park St.	Michael J. Hayes	240 Lawrence St.
Harrington and Newbury St.	William Butler	32 Warren St.
Walton and Storrow	Thos. J. McLaughlin	52 Cambridge St.
Special School	Martin Redmond	277 Elm St.
	Michael P. Higgins	16 Berkeley St.
	John W. Carroll	59 Newbury St.
	Patrick Moran	125 Essex St.
	Daniel J. O'Sullivan	116 Park St.

## SCHOOL CALENDAR.

1909-10.

School year commences on the Wednesday following Labor Day.

Length of school year, forty weeks.

## Vacations.

From December 24 to January 3.

From February 25 to March 7.

From April 29 to May 9.

**Length of Sessions****In Elementary Schools**

From 8.30 A. M. to 11.15 A. M.

From 1.45 P. M. to 2.45 P. M.

**In the High School**

From 8.15 A. M. to 1.00 P. M.

**Holidays.**

New Year's Day, Washington's Birthday, Good Friday, Patriot's Day, Memorial Day, Thanksgiving Day and the Friday following.

**Evening Schools.**

Term begins the first Monday in October.

**Length of Term.**

Elementary Schools, twenty weeks.

Three evenings each week.

High School, and

High School Preparatory, twenty-four weeks.

Three evenings each week.

## SCHOOL COMMITTEE FOR 1910.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. WILLIAM P. WHITE, MAYOR, *Chairman ex-officio*  
 HON. JOHN BREEN, *Vice Chairman*  
 BERNARD M. SHERIDAN, Tel. 100, *Secretary of the Board*

### MEMBERS.

		Term Exp.
<i>Ward 1.</i>	HUGO BEIL, Tel. 289-11, 151 East Haverhill Street.	1911
	LEWIS H. SCHWARTZ, Tel. 1617, 35 Berkeley Street.	1911
<i>Ward 2.</i>	WILBUR E. ROWELL, Tel. 33, 96 Saunders Street.	1911
	CLINTON O. ANDREWS, Tel. 82, 5 Kendrick Street.	1911
<i>Ward 3.</i>	JOHN BREEN, Tel. 1220, 369 Oak Street.	1910
	JOHN A. KENNEDY, Tel. 214, 293 Elm Street.	1910
<i>Ward 4.</i>	MAURICE J. MAHONEY, Tel. 268, 182 Hampshire Street.	1910
	J. J. McAVOY, M.D., Tel. 959, 57 Cross Street.	1910
<i>Ward 5.</i>	WILLIAM HENDRY, Tel. 795-2, 17 Essex Ave.	1912
	ROBERT F. PICKELS, Tel. 1854, 5 Warren Street,	1912
<i>Ward 6.</i>	JAMES W. McMANUS, Tel. 1778, 291 South Broadway,	1912
	WILLIAM E. TIERNEY, Tel. 64, 4 Kingston Street.	1912

### STANDING COMMITTEES.

- ADVISORY AND AUDITING—Messrs. Breen, Rowell and Beil.
- HIGH AND PRACTICE SCHOOLS—Messrs. Breen, Pickels, McManus, Beil, McAvoy and Rowell.
- GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, Tierney, Kennedy, Andrews and Schwartz.
- PRIVATE SCHOOLS—Messrs. Breen, Mahoney and Schwartz.
- EVENING SCHOOLS—Messrs. McManus, Hendry, Kennedy, McAvoy, Beil and Rowell.
- TEXT BOOKS AND SUPPLIES—Messrs. Hendry, Mahoney, Tierney, Kennedy, Andrews and Schwartz.
- JANITORS, SCHOOLHOUSES, SANITATION—Messrs. Pickels, Tierney, Kennedy, Schwartz, McAvoy and Rowell.
- RULES—Messrs. Pickels, McManus, Mahoney and Rowell.
- SALARIES—Messrs. McManus, Hendry and Andrews.
- SPECIAL SUBJECTS—Messrs. Mahoney, Hendry, Tierney, Kennedy, Beil and Andrews.
- SCHOOL FOR NON-ENGLISH-SPEAKING PUPILS—Breen, Tierney, Pickels, McAvoy, Rowell and Schwartz.
- 

### MIDDLE AND PRIMARY SCHOOLS.

- Prospect Street, John R. Rollins, Storrow and Walton Schools  
—Messrs. Beil and Schwartz.
- Newbury Street, Harrington, Oak Street and Park Street Schools—Messrs. Rowell and Andrews.
- Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and Kennedy.
- Arlington, Franklin, Cross Street and Washington Schools—  
Messrs. Mahoney and Dr. McAvoy.
- Lowell Street, Essex, Riverside, Alexander B. Bruce and Warren Street Schools—Messrs. Hendry and Pickels.
- Saunders, Packard, Union Street, Emily G. Wetherbee and Saunders Schools—Messrs. Tierney and McManus.

# SIXTY-FOURTH ANNUAL REPORT

OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF LAWRENCE

MASSACHUSETTS.



1910

NOTE—At the regular meeting of the School Committee, held December 29, 1910, it was voted that the report submitted by the Superintendent be adopted as the report of the Committee, and that a suitable number of copies of the same be published for distribution.

# SCHOOL COMMITTEE FOR 1910.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

\*HON. WILLIAM P. WHITE, MAYOR, *Chairman ex-officio*  
HON. JOHN BREEN, *Vice Chairman*  
BERNARD M. SHERIDAN, Tel. 100. *Secretary of the Board*

## MEMBERS.

		Term Exp.
Ward 1.	HUGO BEIL, Tel. 289-11. 151 East Haverhill Street.	1911
	LEWIS H. SCHWARTZ, Tel. 1617. 35 Berkeley Street.	1911
Ward 2.	WILBUR E. ROWELL, Tel. 33, 96 Saunders Street.	1911
	CLINTON O. ANDREWS, Tel. 82, 5 Kendrick Street.	1911
Ward 3.	JOHN BREEN, Tel. 1220. 369 Oak Street.	1910
	JOHN A. KENNEDY, Tel. 214. 293 Elm Street.	1910
Ward 4.	MAURICE J. MAHONEY, Tel. 268, 182 Hampshire Street.	1910
	J. J. McAVOY, M. D., Tel. 959. 57 Cross Street.	1910
Ward 5.	WILLIAM HENDRY, Tel. 795-2 17 Essex Ave.	1912
	ROBERT F. PICKELS, Tel. 1854, 5 Warren Street.	1912
Ward 6.	JAMES W. McMANUS, Tel. 1778, 291 South Broadway.	1912
	WILLIAM E. TIERNEY, Tel. 64, 4 Kingston Street.	1912

\*Resigned July 25, 1910. John T. Cahill elected Aug. 29, 1910

## STANDING COMMITTEES.

- ADVISORY AND AUDITING—Messrs. Breen, Rowell and Beil.
- HIGH AND PRACTICE SCHOOLS—Messrs. Breen, Pickels, McManus, Beil, McAvoy and Rowell.
- GRAMMAR SCHOOLS—Messrs. Mahoney, Hendry, Tierney, Kennedy, Andrews and Schwartz.
- PRIVATE SCHOOLS—Messrs. Breen, Mahoney and Schwartz.
- EVENING SCHOOLS—Messrs. McManus, Hendry, Kennedy, McAvoy, Beil and Rowell.
- TEXT BOOKS AND SUPPLIES—Messrs. Hendry, Mahoney Tierney, Kennedy, Andrews and Schwartz.
- JANITORS, SCHOOLHOUSES, SANITATION—Messrs. Pickels, Tierney, Kennedy, Schwartz, McAvoy and Rowell.
- RULES—Messrs. Pickels, McManus, Mahoney and Rowell.
- SALARIES—Messrs. McManus, Hendry and Andrews.
- SPECIAL SUBJECTS—Messrs. Mahoney, Hendry, Tierney, Kennedy, Beil and Andrews.
- SCHOOL FOR NON-ENGLISH-SPEAKING PUPILS—Breen, Tierney, Pickels, McAvoy, Rowell and Schwartz.

---

## MIDDLE AND PRIMARY SCHOOLS.

- Prospect Street, John R. Rollins, Storrow and Walton Schools  
—Messrs. Beil and Schwartz.
- Newbury Street, Harrington, Oak Street and Park Street Schools—Messrs. Rowell and Andrews.
- Amesbury Street, Hampshire Street and John K. Tarbox Schools—Messrs. Breen and Kennedy.
- Arlington, Franklin, Cross Street and Washington Schools—  
Messrs. Mahoney and Dr. McAvoy.
- Lowell Street, Essex, Riverside, Alexander B. Bruce and Warren Street Schools—Messrs. Hendry and Pickels.
- Saunders, Packard, Union Street, Emily G. Wetherbee and  
Saunders Schools—Messrs. Tierney and McManus.

# Report of the Superintendent of Schools.

---

*The Lawrence School Committee.*

Gentlemen:—

The report for the fiscal year of 1910, herewith submitted, is the sixty-fourth in the series of reports of the Lawrence School Committee, and the seventh prepared by me.

The fire which destroyed the Old High School building early in the present month and completely wrecked the department offices resulted in the loss of much material intended for use in this report. The interruption and confusion consequent upon the disaster have furthermore so far encroached upon the time, and so seriously impaired the facilities, necessary for the production of the kind of a report which it has been my wish always to prepare, that I am obliged for the once to abandon the idea of writing a lengthy report, and to be content, and to ask you also to be content, with the following brief record of the year's work, or rather of the two or three noteworthy features of school administration which the record of the year contains.

In the appendix will be found much statistical information relating both to expenditure and to the growth of the school system, similar to that printed last year. It was my intention to enlarge upon this feature in the present report by way of additional statistical matter, both collective and analytical, in keeping with modern methods of reporting upon school efficiency; but this idea also, stress of circumstances has compelled me to abandon.

## IMPROVING THE QUALITY OF THE TEACHING SUPPLY.

Far and away the most important work done by the Committee during the year was the adoption of effective measures for the improvement of the teaching supply.

In my last report I discussed this problem at considerable length. I pointed out the fact that for a decade or more the Committee had adhered almost exclusively to the policy of appointing to positions in the grades none but graduates of our own Practice School; that the inevitable result of such a policy, removing as it does the element of competition, was to stimulate unduly the supply of candidates; and that this increase in the number of girls offering themselves to the normal schools was being accompanied by a gradual lowering of the quality, in proof of which I adduced the strongest kind of testimony. Thus, I showed as proof of the over-stimulation of the supply that the number of girls entering the Lowell Normal School had increased in five years from nine to twenty-three, an increase seven times as great as the increase in the number of girls graduating from the high school.

As to the attending loss of quality it was shown that of twenty-three girls entering Lowell Normal School in the autumn of 1909 six were not certified in any subject, three were certified in only one subject, and four were certified in only two subjects. This meant that thirteen girls were certified in not more than two subjects. There are eight subjects required for admission to the normal school. To be certified in a subject the pupil must have received an average mark of eighty percent in that subject in the high school. Eighty percent, as a mark in school studies, is by general custom estimated to be "good". Upon this basis, less than half of the class which entered the normal school from the high school in 1909 had done a quarter of the required work well enough to be marked "good".

It was shown, besides, that girls preparing for the normal

school had for years been dodging the requirements of the normal school preparatory course, especially designed to give to intending teachers the broad and thorough foundation for the work in the normal school and after. Ten of the thirty-three girls who entered Lowell in 1909 did not take the full preparatory course in the high school. Some of these evasions such as, for instance, taking less mathematics or less Latin than the course required, did not, of course, show themselves in any specific defect later on. Others showed clearly in the character of their attempts to teach. For instance, for a good while, much fault has been found in the Practice school with the girls' inability to draw. The examination of the high school careers of the girls who entered the normal school in 1909 produced evidence that four of them took no drawing whatever during their four years in the high school and that three others took but a single year's work in that subject—a subject which, unlike Latin and the higher mathematics, every grade teacher must be prepared to teach.

The sub-committee to which early in the year this whole subject was referred, promptly reported for adoption a set of rules embodying in the most effective manner possible the needed reforms. These were adopted by the Board on April 28th, and were put immediately into force. These rules in full are as follows:

"1. Beginning September, 1910, there shall be established in the Lawrence High School a separate and distinct course of study for all persons intending to enter a State normal school for the purpose of becoming teachers in the Lawrence public schools.

2. This course for the school year of 1910-11 shall be as follows:—

*First Year:—*

English, Latin, Algebra; Ancient History (elective), English History (elective).

*Second Year:—*

English, Latin, Geometry, Physical Geography; General History (elective).

*Third Year:—*

English and English Grammar, French, Review Mathematics, Physics, Botany.

*Fourth Year:—*

English, French, United States History and Civics, Chemistry, Physiology and Hygiene; Music technique (one period a week).

*General:*

*Drawing* :—one period a week each year.

*Music* :—(singing) one period a week, each year.

3. In April of any year the superintendent of schools and the master of the high school may present to the school committee recommendations for the modification of the course as adopted for 1910-11 (Section 2), if in their judgment revision of the course in any particular be necessary or desirable for the following school year. But the course shall not be changed at any time without the approval of the School Committee.

4. All the studies in the normal school course, except those marked elective (see Course in Section 2) shall be required studies. In order to complete any subject satisfactorily a pupil must obtain an average of at least 75% in that subject. Furthermore, no pupil shall be permitted to remain a member of a normal school division in any subject who for two successive months shall have failed to reach or to maintain an average of 75% in that subject.

5. All pupils graduating from the High school after a satisfactory completion of the full normal school course as laid down in Section 2, or as from time to time revised in accordance with Section 3, (or in the case of pupils already part way through

their course at the time of the adoption of this rule, all who have completed so much of it as it is possible for them to complete in the remainder of their course in the school) shall have their names so certified to the school committee in writing by the master of the school, with a complete record of their standing throughout their course.

6. Graduates from the high school who may have entered from other high schools on advanced standing shall not be certified as above, unless they shall have satisfactorily completed at least the last two years of the normal school preparatory course before entrance into a state normal school.

7. All graduates of the high school, residents of Lawrence, whose names have been certified as having completed satisfactorily the normal school course before their entrance to a State normal school, may, upon graduation from a State normal school, be admitted without examination to the five months' supplementary course in the Lawrence Practice school.

8. Beginning June, 1913, all candidates for the practice course whose names have not been certified to the committee as having completed the preparatory requirements in the high school as laid down in these rules, and all other candidates, not graduates of the Lawrence high school, shall be admitted to the five months' period of practice only upon the presentation of a certificate of qualification received after examination from the Board of Examiners, the powers of which Board shall in the conduct of these examinations be the same in all respects as those conferred under Section 3 of Chapter 6 of the Rules and Regulations.

9. Examinations for admission to the Practice school shall be held in the month of June. Only residents of Lawrence, graduates of a State normal school, shall be admitted to the examinations. After two unsuccessful examinations a candidate shall be declared ineligible for further trial.

10. Candidates for the five months' course in practice shall

be admitted to the Practice school twice each year, in September and February in such numbers as the committee may determine. The membership of these two groups shall be determined upon a merit basis by the principal of the normal school and the principal of the Practice school.

11. The names of all persons successfully completing the five months' supplementary course shall be certified to the school committee by the principal and such persons shall then be eligible to be placed upon the list of unassigned teachers.

12. These rules shall not be changed or suspended except by a two-third's vote of the full Board."

In the printed course of study distributed to the High school pupils in May of the present year the following paragraph was inserted in preface to the Normal school preparatory course:

"The following course of study has been prescribed by the School Board of the City of Lawrence for all pupils of the Lawrence High School intending to enter a State Normal School and, after graduation therefrom, to seek admission to the Lawrence Practice School with a view to becoming, subsequently, teachers in Lawrence. All graduates of the Lawrence High School who have satisfactorily completed this course of study and who have completed, subsequently, satisfactorily the prescribed work at a State Normal School, may, after graduation from a State Normal School, be admitted to the Lawrence Practice School, and after having satisfactorily completed the work of the Lawrence Practice School, may be placed upon the list of unassigned teachers in the City of Lawrence. All others than such as strictly complied with the above requirements and conditions will, before being admitted to the Lawrence Practice School, be required to pass an examination before the Examining Board. Further particulars in regard to this matter can be obtained from the Principal of the High School, or from the Superintendent of Schools. Consequently, all pupils of the Lawrence High School desiring to prepare themselves for positions as teachers in Lawrence are advised and admonished to take the following course of preparation for admission to a State Normal School."

In the organization of classes in September, care was taken to group normal school preparatory girls into classes by themselves, so far as that was possible. Thus, there are some twelve

classes composed solely of Normal school girls. Where such grouping has not been possible or practicable, these girls have in every instance been placed in college classes. In this way every girl who elects the Normal school course is ensured from the beginning the best teaching and the closest supervision which the school can give. Whenever it appears from the character of such a pupil's work that she does not possess the capacity and fidelity necessary for success as a teacher she is advised and required to abandon the idea of becoming a teacher and is urged to make the most of her high school years in getting as broad an education as the general course offers. Already several such girls have been made to see the unwisdom of this choice. Of course, the school cannot prevent a person, who in its judgment is unfit, from seeking admission to the normal school. At the same time it is not unlikely that the with-holding of the high school's approval from any candidate, under the rules of the Committee, will have considerable weight with the normal school authorities in determining the qualification of such a candidate for admission there. This, with the additional requirement of a further examination, should such a person survive the normal school course, before admission can be secured to the Practice school, is likely to prove a sufficient deterrent to those who might otherwise be disposed to shirk the requirements which the School Committee has set up as a standard for its future teachers.

The adoption of these rules will in time, I believe, prove to be the most important step which the School Committee has taken in many years. If the Board will stand steadfastly behind the school in the strict and impartial application of the requirements, the next five years will witness an improvement in the quality of the teaching supply that will prove of incalculable benefit to the schools of Lawrence.

### PRIMARY SUPERVISION.

In my judgment the measure next in importance to the one just reviewed, and in many ways relating to it and supplementary to it, was the assignment, beginning in September, of Miss Lamprey to the supervision of primary grades, in connection with her work as director of practice in the Hood School.

The value and even the necessity of the special supervision of the primary grades have been so abundantly demonstrated in the experiences of the most progressive school systems that the introduction of it into our system calls for no justification. In a system of schools grown so large as ours it is impossible for the superintendent, in addition to the numerous other official duties which make such inroads on his time, to give that constant and close supervision of classroom work which is necessary to be given if the highest efficiency would be secured. As a matter of fact, few superintendents, even if they had the time, are fitted either by training or experience to deal effectively with the intimate problems of primary work. Every superintendent needs to have very clear ideas as to the purpose of primary training in relation to the whole scheme of education and a substantial knowledge of the principles underlying the methods suitable to these grades. For the rest—for the intimate phases of primary work—what may be called the minutiae of method—there is needed a person who is by training and experience a recognized expert in that particular line of work and whose whole time can be given to the supervision of it.

This is not only in accordance with the best educational practice, but is sound business sense as well. In every large industrial enterprise, each shop has its superintendent whose business it is to watch over the process of manufacture therein conducted in such a way as to ensure the production of an article of the required quality with the highest degree of efficiency and economy. Where there are a number of such shops—where there is a system of factories—there are men whose business it is

to go from one to another of these branches to study the conditions under which each performs its part of the manufacturing process, to inspect the different plants in respect of their mechanical efficiency, to note the skill and economy of their management, to test the quality of the output, to see that the output of each factory is kept up to the standard necessary to sustain the reputation of the corporation in the market and so conserve the financial interests of the stockholders.

In a large educational system each school has its principal, occupying a place corresponding to that of the mill superintendent in the analogy I have been drawing. That a special supervisor should be placed over the principal is no more a reflection upon her ability than it is a reflection upon the capacity and skill of a mill superintendent in a large manufacturing system to have his mill subjected to the kind of inspection I have been describing. Presumably mill superintendents are very capable men. It is hardly conceivable that they are selected for any other reason than their proven efficiency. Corporations cannot afford to tolerate inferiority; it is too disastrous to dividends. With no greater justice can it be said that the appointment of a primary supervisor carries with it an imputation that principals themselves are not capable persons. It would be certainly a very narrow view that would so construe it.

Nowhere in the school system is there so much need of vigilance as in the primary grades. Here is laid the foundation for all the work above. Here the fundamentals of reading, language and number—the basis of all future school work—are to be mastered. Here right habits are to be formed and correct processes of thought established. Here are the largest classes. Here the large number of foreign born children adds greatly to the difficulty of the work. Here naturally is the greatest amount of retardation. Here, too, are employed the largest number of inexperienced teachers. In the first three grades—which by the common classification constitute the primary grades—are nearly half the whole number of children in the schools. Nearly a

half of all the elementary teachers, too, are working in these three grades. These are, besides, distributed among more than twenty schools, whereas the bulk of the children in the grades above the primary are taught in seven schools. Among so many schools, all engaged in teaching the same things, there is sure to be a considerable variation in the quality of the work done. In all schools some teachers are better than others; some schools as a whole are better than others. This is a condition for which the principal cannot be held responsible, except in part. Principals of primary schools have small voice, and frequently none at all, in the selection of their teachers. Nor can it be expected that twenty principals shall possess equally high standards of work. It is, therefore, highly important that someone who is especially qualified for the task should have for her business the standardization of these schools, without which no school system can achieve any high degree of excellence.

The schools were fortunate in having available for this work so able and so experienced a woman as Miss Lamprey. Eight out of every ten of the teachers she is supervising were trained by her hands in their Practice school days—more than one hundred teachers in all. She knows them and they know her. When she speaks she speaks with authority, born of recognized pre-eminence in the field of primary teaching. She has entered into the work with her proverbial industry, tact and skill. What she has accomplished in the first four months of her work is sufficient proof of the need of such supervision and of the value of such expert supervision as a permanent feature of our school system.

#### THE DISCONTINUANCE OF UNDERGRADUATE PRACTICE IN THE GILBERT E. HOOD SCHOOL.

Following my recommendation in these pages of a year ago, the Committee voted at the June meeting to discontinue the plan whereby students at the Lowell Normal school during their

senior year spent a three-months' period of practice teaching in the Gilbert E. Hood school.

As was pointed out in my discussion of this matter, the large increase in the number of Lawrence girls made such demand upon the practice facilities of this school as to have become a serious burden upon the school. I showed that in 1905, when the Hood school was opened, there were nineteen girls in the preliminary and final periods of practice. In 1909 that number had risen to forty-seven, with a promise of sixty such girls for the present year. This would have required the presence of student-teachers in practically every room in the school, where originally it was planned to use but six rooms for practice purposes. To continue such a plan would have meant both decreasing materially the amount of practice teaching each girl needs to have—which would defeat the very aim of the work—and at the same time would constitute a decided handicap to the first purpose for which the school exists—to teach as well as possible the children who go there.

The Normal school was in full accord with my recommendation, because it was felt on their part that notwithstanding the excellent training the Lawrence girls had always received in our school, that even better results could be gained from having all Normal school girls receive the whole of their under-graduate practice in practice schools close to the Normal school in Lowell, where the work could be carried on under the immediate supervision of the State, without the long break in their relations with the Normal school which was occasioned by their three-months' residence in Lawrence during their senior year. The State Board of Education approved of the action of the local School Committee, and the new program went into effect in September of this year. Hereafter, only graduates of the State Normal school will be received at Lawrence Practice school for the supplementary five-months of training required by our rules. The school is now distinctly a Lawrence school, giving to Lawrence girls only an extra half year of training.

The time is not far distant, in my opinion, when the whole training of teachers will be, as it ought to be, carried on in the State Normal schools. It is not unlikely that the next five years will see such an extension of the normal school course throughout the Commonwealth and such increased facilities for observation and practice during this longer course, as probably to make unnecessary the subsequent training which under present conditions is a most important pre-requisite to successful teaching, and which so far has proven so valuable to the Lawrence girls who have been coming into our schools as teachers. The step just taken is directly in line with the tendency I have just indicated and I am sure the wisdom of it will become more and more apparent as the years go by.

#### SCHOOL ACCOMMODATIONS.

The destruction of the Old High School building by fire in the early morning of the seventh of December has brought to a head the whole question of school accommodations for the rapidly growing school population in the central part of the city. In two previous reports I have discussed this matter at length, and it is unnecessary to repeat it now. It is a very familiar story to the School Committee. In seven years there has been an increase of seven hundred pupils in the public schools of this district, in spite of the fact that within that space of time two new parochial schools have been opened in this territory, providing annually for the primary schooling of nearly four hundred children. As a result of this increase in school population, we have throughout the district primary classes of fifty, sixty, seventy and even eighty children, crowded so closely into rooms that teaching becomes almost a travesty. The loss of the Old High school building makes a bad matter worse. Here were gathered to the number of two hundred non-English speaking boys and girls ranging from twelve to sixteen years of age, and, in addition, two overflow classes from the Oliver. These latter

have been crowded back into the Oliver. The boys, to the number of about one hundred, are at present being taught in the two upper rooms of the annex which the fire did not harm, and to which they climb daily by means of the iron fire escapes. At this writing, about the same number of girls have now temporary quarters in Paul Chabis hall, which for school purposes is a shade better than no place at all. Two portable buildings, to be erected in the yard of the Oak street school, will later provide fairly comfortable quarters for the girls, though it will be necessary, as in the case of the boys, to give instruction in large classes,—a condition peculiarly unfavorable to the special kind of teaching which these children demand.

I, therefore, reiterate my recommendation that immediate steps be taken toward the erection on the site of the Oliver, Old High school and the Oak Street schools, a central elementary school building ample enough to accommodate not only the thousand or more children who now attend these schools, but to relieve the crowded conditions of the other primary schools in the district, whose lot is bound to be more and more unbearable as the population becomes, as it is daily becoming, more congested.

At the present writing, excellent headway is being made with the new Ward Six schoolhouse under the special commission appointed by the City Council. Barring unlooked-for delays or interruptions, this building should be ready for occupancy in September of 1911, when for the first time in a dozen years the people of South Lawrence will have ample school accommodations for their children.

Some measures will need to be taken soon to relieve permanently the over-crowded rooms in the Storrow. The best solution of the difficulty, as I pointed out several years ago, would be the extending of the wings of the John R. Rollins building by the addition of four class rooms. This could be done without any detriment to the building architecturally and would provide sufficient room for the Prospect Hill children for some years to come. I have small hope, however, that this will be

done at present. I therefore recommend that the City Council be petitioned to purchase a portable schoolhouse to be erected in the yard of the Storrow school before next September to relieve the very crowded condition of its primary grades.

Until more school-room will have been provided for the primary school children in the central portion of the city, it will probably be the part of wisdom to try the experiment, at least, of placing some of these classes on part time next year. By this I mean the plan, which cities in certain straits are forced to adopt, whereby part of the children in a school district attend school in the forenoon and the others in the afternoon. This is an arrangement which I would be very reluctant to recommend, unless under the most compelling circumstances, for children above the first year of school. But for first grade children, and particularly non-English speaking children, the one session idea has much to commend it. The crowding of fifty, sixty, seventy and even eighty children into a first grade room, as is now the case in three of the central primary schools is to begin with, a distinct menace to health. Obviously it is impossible for the best teaching to be carried on under such conditions, and it is not infrequently the cause of nervous breakdowns on the part of the over-strained teachers. Besides, each child in so large a class has only a very small part of the five hours each day which can be devoted to oral instruction, which foreign-born children stand so greatly in need of. Instead, they are obliged to pass a large proportion of the time in so-called "busy work", which more often than not is a mere device to keep children still. Again, the rooms are so filled with furniture that there is absolutely no space for the school-room games which are so much needed to relax the cramped muscles of these little children, compelled to set still for such long periods of time. It is probably true that first grade children in these heavily crowded schools would be found more advanced at the end of a year under the system of half-day sessions than under the present whole-day session. Instead of sixty or seventy such pupils in a single class, not more

than thirty or thirty-five would be in attendance at one time. Usually, wherever this plan of half-day sessions has been adopted, the teaching force has been materially reduced, and a considerable saving effected. Should the plan be tried here in, say, the Amesbury Street, Oak Street and Harrington schools (which are the schools where the overcrowding is most distressing I would not recommend a reduction of the number of teachers. These rooms have now two teachers each. I would favor continuing the use of two teachers for the smaller classes that would result from the application of the half-day session plan. This concentration of teaching on the much smaller group of children would be sure to accomplish in a school year as much, and would probably accomplish more, than is now accomplished under the whole day plan in crowded rooms, where much of the teacher's effort and much of the pupils' time goes inevitably to waste.

The ideal arrangement, of course, for first grade children is half a day in the school-room and half a day out of doors or in the gymnasium engaged in organized play and games in charge of a teacher. This is already the program in some progressive school systems, and will be the program in all good school systems a few years from now. The plan which I am suggesting, while offering to those two or three over-crowded schools relief which I do not discern coming from any quarter until a new central elementary school will have been erected, will at the same time give us an opportunity to test out on a small scale a plan which both as an educational policy and a measure of economy seems to be enlisting much support.

Three or four years ago a rule was passed by the School Committee requiring children to be five and one-half years old before entering school. At the time it was understood that considerable leeway should be left in the application of the rule, as a result of which every year since many children have been admitted to the first grade under the required age. In many instances members of the Committee themselves have sought the favor in behalf of parents who had appealed to them.

I believe it is time that this rule should be strictly and universally applied. And I recommend that such action be taken by the Committee before the beginning of another school year. At the same time, the Committee should authorize principals to require from all parents of entering pupils a birth record or other documentary evidence of the child's age. There are too many children in all of our first grades who are too immature for school work, and whose presence is a drag upon those who are fit to be there. Most of these, if the truth were known, are under the required age for admission. A rule compelling parents to furnish reliable evidence of the age of children who look very young would have the effect of saving many of our first grades from being burdened with children too young to benefit from the instruction that it offered them.

I advise that at the same time there be put an end to the practice of transferring pupils from their proper school districts to certain more favored schools. There has been too much of this, and there is not likely to be less in the future, if the Board does not set its disapproval upon it. Occasionally there are reasons why permission should be granted for attendance at another school than the one in the pupil's own district. But the reason should not be because one school is a little newer or in a better neighborhood than the one nearer home. This is not in keeping with the spirit of the public schools, and as such should receive official discouragement.

#### THE NEW SALARY SCHEDULE FOR GRADE TEACHERS.

1-5

The following salary schedule for grade teachers was adopted by the Committee at its September meeting, to become effective October first.

*Teachers' Schedule.*

First Year.....	\$450
Second Year.....	500
Third Year.....	500
Fourth Year.....	550
Fifth Year.....	600
Sixth Year.....	650
Seventh Year.....	700
Eighth Year.....	750

*Principals' Schedule.*

Four and Five Rooms.....	\$800
Six and Seven Rooms.....	825
Eight and Nine Rooms.....	850
Ten and Eleven Rooms.....	875
Twelve and over.....	900

It will be seen from the following table which shows the maximum salaries of grade teachers in other Massachusetts cities that the School Committee of Lawrence is not only not ungenerous toward the teachers as measured by the scale of salaries paid elsewhere, but, considering that Lawrence is a much less wealthy city than many of her sister cities, is extremely liberal in its treatment of them. The maximum salary given in the column below represents in each instance the highest salary attainable by the teacher, irrespective of grade. In some of the cities, a higher salary than the one quoted is paid teachers in the higher grammar grades. This salary, however, is paid only to a relatively small number of teachers and does not fairly represent the maximum salary. The Lawrence maximum is \$750 for all teachers.

*Maximum Salary Attainable by Majority of Teachers.*

Brockton .....	\$700
Cambridge .....	700
Evertt .....	650
Fall River .....	660
Fitchburg .....	680
Gloucester .....	625
Haverhill .....	650
Holyoke .....	650
Lowell .....	700
Lynn .....	700
Malden .....	675
Marlboro .....	575
Melrose .....	650
New Bedford .....	700
Newburyport .....	600
*Newton .....	900
Northampton .....	550
Pittsfield .....	690
Quincy .....	600
Salem .....	650
Somerville .....	700
Taunton .....	600
Waltham .....	600
Woburn .....	600
Worcester .....	800

\*\$750 minimum: higher salary by merit on recommendation of superintendent.

It will be seen from a study of the above table that Lawrence pays a maximum higher than any city in the list except Worcester and Newton. In Newton no teacher receives a higher salary than \$750 except for meritorious work upon the

recommendation of the superintendent. So that virtually, next to Boston and Worcester, cities entirely out of our class, Lawrence pays the highest maximum salary in Massachusetts.

#### DEATH OF MR BREEN.

The closing days of the year have been saddened by the death of John Breen, for twenty-five years a member of the School Committee, and for sixteen years its vice-Chairman.

By Mr. Breen's death the school children of Lawrence lost a faithful friend. For a quarter of a century, during nearly half of the city's life, he planned for them and pleaded for them. The cause of the child was carried on his heart.

His mind was as keen as his heart was kind. He had a profound belief in education and in the special mission of the public school. He was a tower of strength in the councils of the Board. He had in generous measure the respect, the esteem, and the love of his fellow members—the gracious overflow from his own fine, lovable nature. He was progressive in the best sense. While holding fast to all that was best in the old, he welcomed all that was most worthy in the new. He saw things above the personal plane, and in reaching his judgments always kept the supreme good of the child in the centre of his vision.

To those who served under him, from the superintendent down to the young teacher in the ranks, he was the soul of courtesy and kindness. His praise was deeper than the lips. He was as sparing of criticism as he was generous of commendation. If he did criticise, his criticism never descended to the level of fault finding. If he sometimes found us inadequate, he never believed us insincere.

His work of twenty-five years in behalf of the schools would be monument enough for an ordinary man. But Mr. Breen's interests were broad and his influence was as wide as the city's bounds. Yet I cannot help feeling that the city which he honored and which honored him, will, after all, remember

him best because of what he did for its children. His life was one of those of which we may say in all its deep significance: "A little child shall lead them."

A few days before his fatal illness he had prepared a brief history—an "epitome" as he called it—of the growth and development of the school system during the long period he had borne so important a part in its administration. It was his intention to read this at the last meeting of the year as a kind of valedictory address.

It is not inappropriate, it seems to me, that this farewell address, which death stilled upon his lips, should have record here as perhaps the most fitting memorial of his work that could be preserved in these pages.

#### GROWTH OF THE SCHOOL SYSTEM SINCE 1882.

"Looking back over a service of twenty-five years, Mr. President and gentlemen, one is deeply impressed with the many changes and the great improvements which have been wrought in the school system.

The most noticeable evidence of growth in the school system since 1882, the outward manifestation which all people may read, is the extensive growth of the school plant, as shown in the addition of many notably fine buildings.

The two and four room buildings constructed at the beginning of this period were considered ample for the present and future educational needs of our city, and they seemingly fulfilled all the requirements of those days. So that when some members proposed that we erect an eight-room building in Ward Five (the present Essex school), the proposition was voted upon favorably, not, however, until the gentleman who was then mayor, cut the number of rooms down to six and said that there was not a man then sitting on this committee who would live to see them all filled with pupils. What has been the result, gentlemen? Two years later, a modern ten-room

building was erected in Ward One—a building that seemed so large that the sarcastic comment of some of the taxpayers was that we probably expected to fill it with pupils from Haverhill. It has been filled for years, and the Ward One district needs more schoolhouses. In 1895 was opened a new ten-room building across the Spicket in Ward Three, and no sooner opened than filled with pupils. It was called the John K. Tarbox school. Then the crying needs of the western section of Ward Six appealed to the committee and the Emily G. Wetherbee school, a magnificent building, containing ten class rooms was erected in 1897. At this time the committee felt they had accomplished a great deal, and they would have a rest for some time at least. But no!—the rapidly growing population of Ward Five called for attention, with the result that another imposing sixteen-room building was erected in 1902 upon Ames street, called the Alexander B. Bruce school. Six additional rooms have since been fitted out in this building—making twenty-two rooms in all.

During all of this time we realized that while we had an imposing High school building on the outside, it was badly proportioned and inappropriately laid out on the inside, entirely inadequate to the needs for which it was intended and that steps should be taken for the erection of a new high school building. After a considerable delay in procuring a convenient and central site, it was erected upon the corner of Haverhill and Lawrence streets, a thirty room building, containing a beautiful hall, library and all other necessary rooms and appliances that stamp the building one of the best appointed and complete high school buildings in the State of Massachusetts. This was opened in 1901. Every classroom is now occupied every day. Soon, gentlemen, you will be called upon to decide whether you will add to your present high school building, or build a separate one for the teaching of mechanic arts.

For some years, it was felt that while our training school was giving us splendid results, the facilities of the Oak street

building where it was originally located, were entirely inadequate for the work demanded of it, and at about this time, the State of Massachusetts came to our rescue with a proposition that seemed good to us, and the consequence was the erection in 1905 of a commodious building of sixteen classrooms on the corner of Park and Bruce streets, which we called the Gilbert E. Hood school. This school contains 636 pupils and is the second largest grammar school in the city.

At this time we felt that we had an educational line of up-to-date school buildings with a grammar master installed in each building, amply surrounded by a corps of painstaking, earnest teachers, who were doing as good and faithful work as any teachers in this commonwealth.

But the quickly growing population in the vicinity of the Wood mill in South Lawrence next claimed our attention and after the customary delay, a suitable lot of land was secured on the corner of Andover and Osgood street and the school is now in the course of construction.

So it will continue, as long as the cradle continues to rock, there will be demand for more school room.

All of this work and much more has been accomplished by the School Board during the last twenty years. This work has not been accomplished without much delay, and many trying moments to our committee, for be it understood that in the matter of schoolhouses the School Committee has no voice in who shall build or when it shall be built. This part of the work rests with the City Council; and it is no easy matter, at times, to convince the City Council of the necessity of the new school buildings; and not until we have to rent extra rooms in church basements, etc., in order to keep the children from walking the streets, does it dawn upon them that something ought to be done. Presently the contract is let and we have a new school building.

In addition to all these new buildings, the fact must not be overlooked that there has been going on all these years equal actively upon the part of those in charge of the parochial schools.

In these eight or nine buildings, many of which are in no way inferior to our own modern buildings, are taught 4000 children, or one in every three children of the school population. All this expense of providing these fine buildings, together with the entire cost of maintaining them, is cheerfully borne by these people, because of their belief in the necessity of religious education for their children going hand in hand with secular education.

A few comparisons between the school system as it was at the end of the year 1881, when by virtue of my election as mayor I became a member of the school committee, will tell more eloquently than I can the marvellous growth of the public school system from that day to the present time.

In the year 1881, the school committee expended \$71,901.38. In 1910, the committee expended \$289,413.41. The average number of pupils for the school year ending in June, 1881, was 4621. The average number for the year ending in June, 1910, was 8409. In 1881 the cost of the schooling of each child (found by dividing the expenditure by the average number in the 11 schools) was \$15.33. In 1910 the per capita cost, upon the same basis was \$34.52.

In 1881 the high school had an average membership of 186. In 1910 it had an average membership of 651,  $3\frac{1}{2}$  times as many as in 1881. In June of 1881 the graduating class numbered twenty-nine. In 1910 the graduating class numbered 103, an increase of 255% over 1881. Of the twenty-nine graduating in 1881, two were graduated from the college course, and four entered the training school. Of the class of 1910, 43 had completed the college course, and 17 graduated from the normal school course.

When I first became connected with the schools of Lawrence, the evening schools were in their infancy. Superintendent John L. Brewster reported in 1882 that the evening high school contained "eighteen gentlemen and ladies". The present evening high school has a membership this month of 496 pupils, with a preparatory department of 281 more. The evening high school

was then kept open forty-eight evenings in the season. Now it is open seventy-two evenings. The evening high school at that time met in Room 5 in the old High school building, Miss Wetherbee's room by day, and since the abandonment of the old building the school committee room, so handsomely fitted up by Mr. Sheridan a few years ago for the comfort and convenience of the committee, but now a scene of desolation and ruin. Now the evening high school fills (with the preparatory classes) every room of the great new high school building.

The elementary evening schools in 1881 occupied eight rooms in the Oliver and one in the Packard. The number attending is not stated.

The committee spent \$1700 for evening schools in 1881. In 1909 \$13,000 was spent.

In 1882 the minimum salary of teachers was \$300. The highest salary paid any grade teacher was \$550 and that salary was paid only to a few. In 1883, the first report in which the salaries were printed, 35 of the 97 grade teachers received \$400 a year, and 21 others received \$450. 58% of the grade teachers received not more than \$450.

Today, as you know, the maximum salary is \$750. Of the grade teachers 87 are receiving \$750, and 61 are receiving \$650; so that 55% of all grade teachers are receiving salaries as high or higher than \$650. That is, more than half of the teachers are now receiving a salary of \$650 or better, whereas then more than half of them were paid not more than \$450. Teachers were not only poorly paid, but they had to teach much larger classes than now. The average number of pupils per teacher in 1882 was 52; in 1910 the average number is 32.

We find the following schedule of salaries for janitors:

The Oliver school \$520 a year, or \$10 a week.

The High school, \$520 a year, or \$10 a week.

The Cross Street school \$163 a year or a little over \$3 a week.

The Packard school, \$520 a year, or \$10 a week.

The Walton school \$222 a year, or a little more than \$4 a week.

The Hampshire Street school, \$152 a year or about \$3 a week.

When I began service as a member of the committee in 1881 there were no free textbooks for Lawrence school children. The law had been enacted, but it was optional with school committees whether to provide books free or not. At that time Lowell and Fall River were the only cities that had taken advantage of the Act. In 1884 the Legislature passed a compulsory textbook act.

In January, 1882, there were eight teachers in the high school, compared with 29 today. The whole corps contained 113 names. Of the teachers then in service, but fourteen still remain in service. Hundreds and hundreds of teachers have come and gone since then, giving for a time their meed of faithful service.

And so I might go on, delving into the past to bring out more strongly, by means of extended comparisons, the vast change which has come about in a quarter of a century's service upon this board. But enough, I believe, has been produced to give some dim idea of the achievements of Lawrence in the work of educating the children. Of all this I was but a small part, sharing equally with the excellent gentlemen who have composed the school committee during all these years the labor, the responsibility, and the privilege of serving the youth of our beloved city. During these years 68 men have been for longer or shorter terms members of this Board with me. To all of these, living or dead, I pay tonight my tribute of respect. They served the city well. Those who are gone should merit the appreciation of the whole community. Those who are still active citizens among us I am sure have no pleasanter recollection than their years of service upon this Board.

Gentlemen, the future of the schools is in your hands and the hands of those who will follow you. There is no greater service than that which provides for and prospers the education of the city's children. Your opportunities will be as much greater than those which we had in the past, as this age is greater than the age that is gone. May your fidelity and the fidelity of all who labor in the schools be as great as your and their opportunity is sure to be."

#### CONCLUSION.

I can think of no more fitting sentiment with which to bring to an end this hurried and unsatisfactory record than that which our lamented vice-chairman speaks to us, as it were, from his grave. Fortunate will be the children and prosperous the city if the fidelity of those who administer the schools and those who teach in them, now and in the future, shall be equal to the opportunities which are sure to be theirs.

Respectfully submitted,

BERNARD M. SHERIDAN.

December 29, 1910.

## APPENDIX I.

---

- Table No. 1: Receipts and Expenditures for 1910.  
Table No. 2: Comparative Expenditure for 1909 and 1910.  
Table No. 3: Proportion of Taxable Property Expended for Support of Public Schools 1910.  
Table No. 4: Appropriations and Expenditures for Eleven Years.  
Table No. 5: Apportionment of Expenditure for 1909 and 1910.  
Table No. 6: Annual Cost of Education per Pupil for Term of Ten Years.  
Table No. 7: Itemized Expenditure for the Different Schools for 1910.  
Table No. 8: Per Capita Cost in the Different Schools.  
Table No. 9: Per Capita Cost of Teaching, Text-Books and Supplies.  
Table No. 10: Average Per Capita Cost of Text-Books and Supplies in the Different Schools for 1908, 1909 and 1910.  
Table No. 11: Apportionment of Per Capita Cost since 1902.  
Table No. 12: Per Capita Cost of Text-Books and Supplies since 1902.  
Table No. 13: Expenditure for Evening Schools, Season 1909-10.  
Table No. 14: Expenditure for Vacation Schools, Summer of 1910.  
Table No. 15: Day Teachers' Payroll since 1906.  
Table No. 16: Evening Teachers' Payroll since 1905.  
Table No. 17: Coal Account for 1909 and 1910.

Table I.

## RECEIPTS AND EXPENDITURES.

1910.

## Receipts.

Appropriation .....	\$176,000.00
Transfers .....	1,850.00
Receipts .....	561.48
Overdraft .....	111,001.93
	_____
	\$289,413.41

## Expenditures.

Salaries of Teachers .....	\$222,604.38
Salaries of Janitors .....	20,469.36
Salaries of Officers, Clerks, Etc., .....	7,704.99
Text Books .....	7,166.67
Supplies .....	7,547.89
Light and Power .....	2,608.08
Fuel .....	12,890.03
Miscellaneous .....	8,422.01
	_____
	\$289,413.41

Table 2.

COMPARATIVE EXPENDITURE FOR  
1909 and 1910.

	1909	1910	Increase or Decrease.
Salaries of Teachers	\$213,532.40	\$222,604.38	\$9,071.98 Incr.
Salaries of Janitors	19,507.25	20,469.36	962.11 Incr.
Salaries of Officers,			
Clerks, etc., .....	7,662.50	7,704.99	42.49 Incr.
Text-Books .....	5,177.88	7,166.67	1,988.79 Incr.
Pupils', Teachers' and			
Janitors' Supplies..	7,571.87	7,547.89	23.98 Decr.
Light and Power....	2,426.65	2,608.08	181.43 Incr.
Fuel .....	13,958.18	12,890.03	1,068.15 Decr.
Printing .....	865.35	1,036.30	170.95 Incr.
Rent .....	1,080.00	1,190.00	110.00 Incr.
Equipping rooms in			
St. Patrick's School		1,850.00	1,850.00 Incr.
Telephones .....	484.06	493.19	9.13 Incr.
Miscellaneous .....	3,237.92	3,852.52	614.60 Incr.
	\$275,504.06	\$289,413.41*	\$13,909.35 Increase

\*There is also charged against this Department on the City Auditor's books the amount of \$500, for a claim paid because of injuries caused by the alleged neglect of a school janitor.

Table 3.

PROPORTION OF TAXABLE PROPERTY EXPENDED  
FOR SUPPORT OF PUBLIC SCHOOLS.

	1909	1910	Increase.
Valuation .....	\$59,434,446.00	\$65,571,382.00	\$6,136,936.00
Cost of Maintenance of Public Schools .	275,504.06	289,413.41	13,909.35
Expenditures for School Buildings:			
Repairs and Im- provements ....	23,990.90	32,562.74	8,571.84
Interest and Redemp- tion of School Bonds .....	35,528.00	34,522.00	1,006.00*
Expended for all School Purposes .	335,022.96	356,498.15	21,475.19
No. of dollars spent for maintenance of schools out of every \$1000 valua- tion .....	4.64	4.41	.23*
No. of dollars spent for all school pur- poses out of every \$1000 valuation.	5.63	5.44	.19*

---

\*Decrease.

Table 4.

AMOUNTS APPROPRIATED AND EXPENDED FOR  
MAINTENANCE OF SCHOOLS FOR A TERM  
OF ELEVEN YEARS.

	Appropriated	Receipts	Expended	Overdraft
1900.....	\$170,000.00	\$ 44.50	\$171,253.18	\$ 1,208.68
1901.....	180,000.00	74.70	185,802.54	5,727.84
1902.....	180,000.00	32.00	193,409.19	13,377.19
1903.....	185,000.00	63.50	215,492.57	30,429.07
1904.....	180,000.00	98.75	216,146.28	36,047.53
1905.....	180,000.00	418.66	216,952.07	36,533.41
1906.....	217,000.00	435.73	229,401.61	11,965.88
1907.....	176,000.00	331.35	251,816.22	75,484.87
1908.....	241,000.00	542.05	276,246.56	34,704.51
1909.....	176,000.00	547.92	275,504.06	98,956.14
1910.....	177,850.00*	561.48	289,413.41	111,001.93

---

\*Including transfer of \$1850.

Table 5.

## APPORTIONMENT OF EXPENDITURE.

1909 and 1910.

	1909	1910	
Expended for teachers' salaries.....	77.50%	76.90%	
Fuel and care .....	12.14%	11.54%	
Books and supplies .....	4.63%	5.08%	
Administration salaries .....	2.79%	2.66%	
Miscellaneous .....	2.94%	3.82%	
<hr/>		<hr/>	
	100.00%	100.00%	

Table 6.

AVERAGE ANNUAL COST OF EDUCATION PER  
PUPIL FOR TERM OF TEN YEARS.

(including cost of evening and vacation schools).

Year	Cost per Pupil	Year	Cost per Pupil
1910	\$34.52	1905	\$27.29
1909	33.46	1904	28.74
1908	34.23	1903	29.24
1907	30.97	1902	26.43
1906	27.29	1901	26.26

Per Capita Cost for 1910, excluding Evening and Vacation School Expense, \$32.82.

Table 7: ITEMIZED EXPENDITURE FOR THE DIFFERENT SCHOOLS.  
 (YEAR ENDING DECEMBER 31, 1910).

Name of Schools.	Furniture and Fixtures and Grounds.	Text-Books.	Teachers' Salaries.	Janitors' Salaries.	Supplies, Teachers', and Pupils' Supplies.	Heating.	Draping.	Laundry.	Manual Training.	Totals.
Amesbury St.	\$ 6.00	\$ 49.39	\$ 4,777.50	\$ 315.69	\$ 57.76	\$ 35.53	\$ 370.00	\$ 14.64	\$ 12.52	\$ 5,639.03
Arlington	14.00	203.79	6,651.00	640.05	107.99	29.54	10.08	—	10.96	—
Bruce	60.73	431.98	11,877.50	1,278.89	308.19	118.31	619.82	251.19	26.32	15,110.17
Cross St.	6.43	124.44	3,289.00	331.22	88.46	31.16	351.17	29.74	8.96	4,246.30
Essex	—	132.77	6,132.76	549.07	159.71	37.71	457.54	65.00	10.64	7,545.19
Franklin	1.00	64.54	3,934.25	435.78	42.46	19.00	299.08	—	8.96	4,805.07
Hampshire St.	—	51.90	3,304.75	303.97	61.25	14.45	286.51	1.12	—	4,032.91
Harrington	—	91.80	4,833.50	373.65	66.53	18.78	381.31	10.58	8.60	5,784.75
Hood	56.21	406.42	12,148.50	1,369.13	240.70	105.26	470.45	100.69	502.20	26.00
Lowell St.	1.00	71.80	2,813.00	429.35	64.95	17.72	177.31	1.36	—	3,585.45
Newbury St.	—	100.04	3,255.25	373.60	92.41	29.20	191.92	7.36	—	4,069.46
Oak St.	—	128.99	5,905.25	516.56	89.95	38.14	329.36	20.45	—	7,039.64
Oliver	14.60	450.91	13,005.00	1,111.00	197.81	108.91	1,937.94	187.02	—	21.44
Packard	4.30	626.54	13,337.63	977.25	413.07	67.99	453.45	43.10	—	15,110.07
Park St.	19.70	137.83	6,042.75	636.28	64.59	23.60	463.15	1.28	—	7,299.50
Prospect St.	.50	71.45	3,819.25	319.12	58.40	40.34	372.52	.80	—	4,630.30
Riverside	—	96.70	2,724.75	318.52	63.52	14.93	363.58	1.04	—	3,591.28
Rollins	75.64	191.82	10,216.75	970.88	261.56	61.72	635.42	20.83	50.80	12,496.58
Saunders	3.00	32.05	6,977.00	814.50	102.72	8.93	497.93	3.52	—	8,457.57
Storror	—	133.83	5,812.52	606.76	78.21	30.23	348.90	—	—	6,922.42
Farbox	10.40	326.05	8,802.52	1,033.00	235.48	102.96	132.91	29.51	119.28	13.44
Union St.	—	67.35	5,880.50	639.00	68.00	36.88	398.78	1.44	—	7,101.63
Walton	4.50	61.50	4,313.75	308.74	67.47	38.65	333.50	17.78	—	5,155.12
Warren St.	—	—	2,393.00	324.65	—	—	313.05	3.84	—	3,043.50
Washington	—	142.51	5,238.50	435.70	67.76	28.58	349.23	9.76	—	6,327.36
Wetherbee	—	229.91	8,967.87	972.00	162.42	66.54	618.01	32.08	41.44	11,132.86
High	39.40	1,989.66	*32,594.50	2,691.25	1,238.38	177.91	1,259.63	612.39	89.17	40,788.25
Special School	12.00	100.35	4,124.75	656.25	89.23	39.63	9.50	—	11.08	5,042.83

\*Clerk's Salary Included.

Table 8.

## PER CAPITA COST IN THE DIFFERENT SCHOOLS

Year ending December 31, 1910.

Name of School.	Average Membership.	Total Expenditure 1910.	Per Capita Cost of Schooling.
Amesbury St. ....	237	\$ 5,639.03	\$23.79
Arlington ....	276	7,961.17	28.85
Bruce ....	553	15,110.17	27.13
Cross St. ....	153	4,276.90	27.83
Essex and Warren ....	394	10,588.69	26.87
Franklin ....	161	4,805.07	29.84
Hampshire St. ....	152	4,032.91	26.59
Harrington ....	222	5,784.75	26.06
Hood ....	612	15,458.65	23.83
Lowell St. ....	128	3,585.45	28.01
Newbury St. ....	150	4,059.46	31.71
Oak St. ....	276	7,039.64	25.51
Oliver ....	585	17,110.07	29.25
Packard ....	675	15,987.53	23.68
Park St. ....	296	7,299.50	24.66
Prospect St. ....	177	4,690.30	26.49
Riverside ....	118	3,591.28	30.44
Rollins ....	395	12,496.58	31.64
Saunders ....	252	8,457.57	33.42
Storrow ....	290	6,922.42	23.87
Tarbox ....	372	10,900.79	29.31
Union St. ....	298	7,101.63	24.17
Walton ....	160	5,155.12	32.22
Washington ....	222	6,327.36	28.50
Wetherbee ....	351	11,132.86	31.72
High ....	688	40,758.25	59.23
Special School ....	190	5,042.83	26.53

Table 9.

PER CAPITA COST OF SALARIES, TEXT BOOKS,  
TEACHERS' AND PUPILS' SUPPLIES AND  
JANITORS' SUPPLIES.

Year ending December 31, 1910.

NAME OF SCHOOL.	Average Membership 1910.	Teachers' Salaries Per Capita.	Text-Books Per Capita.	Teachers' and Pupils' Supplies Per Capita.	Janitors' Supplies Per Capita.
Amesbury St.	236.65	20.18	.21	.24	.11
Arlington	275.90	24.11	.74	.39	.11
Bruce	552.60	21.49	.78	.56	.21
Cross St.	153.05	21.41	.81	.57	.20
Essex	394.27	21.62	.36	.41	.10
Franklin	160.92	24.44	.40	.26	.11
Hampshire St.	151.83	21.75	.34	.43	.10
Harrington	222.07	21.76	.41	.30	.09
Hood	612.28	19.84	.66	.39	.17
Lowell St.	127.67	22.02	.56	.51	.14
Newbury St.	149.89	21.71	.66	.62	.19
Oak St.	276.39	21.37	.46	.33	.14
Oliver	585.30	22.22	.77	.34	.34
Packard	674.99	19.08	.94	.61	.11
Park St.	295.91	20.42	.47	.22	.09
Prospect St.	176.97	21.70	.41	.33	.22
Riverside	118.26	23.08	.82	.54	.13
Rollins	395.39	25.84	.48	.66	.13
Saunders	252.10	27.68	.13	.41	.13
Storrow	289.70	20.06	.47	.27	.11
Tarbox	372.14	23.65	.88	.63	.28
Union St.	298.06	19.73	.23	.23	.13
Walton	159.92	26.97	.38	.42	.24
Washington	221.62	23.64	.64	.31	.13
Wetherbee	350.58	25.58	.66	.46	.19
High	688.17	47.35	2.88	1.80	.26
Special school	189.92	21.72	.53	.47	.21

Table 10.

AVERAGE PER CAPITA COST OF TEXT BOOKS AND  
TEACHERS' AND PUPILS' SUPPLIES FOR  
THREE YEARS.

NAME OF SCHOOL	1908	1909	1910	Average Three Years.
Amesbury St. ....	.90	.88	.45	.75
Arlington ....	.97	1.54	1.13	1.21
Bruce ....	1.15	1.23	1.34	1.24
Cross St. ....	.88	.95	1.38	1.07
Essex and Warren St. ....	1.00	.80	.77	.86
Franklin ....	1.25	.97	.66	.96
Hampshire St. ....	.93	1.54	.77	1.08
Harrington ....	.72	.97	.71	.80
Hood ....	1.72	1.11	1.05	1.29
Lowell St. ....	.55	.63	1.07	.75
Newbury St. ....	1.43	1.23	1.28	1.31
Oak St. ....	.81	.95	.79	.85
Oliver ....	1.71	1.45	1.11	1.42
Packard ....	1.42	1.19	1.55	1.39
Park St. ....	.66	.60	.69	.65
Prospect St. ....	.60	.84	.74	.73
Riverside ....	.49	.31	1.36	.72
Rollins ....	1.92	1.47	1.14	1.51
Saunders ....	.70	.63	.54	.62
Storrorw ....	.68	.90	.74	.77
Tarbox ....	2.57	1.23	1.51	1.77
Union St. ....	.38	.36	.46	.40
Walton ....	.59	.37	.86	.60
Washington ....	.92	1.04	.95	.97
Wetherbee ....	1.46	1.22	1.12	1.26
High ....	4.92	2.54	4.68	4.05
Special ....	.97	.86	1.00	.94

Table II.

## APPORTIONMENT OF EXPENDITURE SINCE 1902.

(including evening and vacation schools).

	1902	1903	1904	1905	1906	1907	1908	1909	1910
Teaching ....	\$20.29	\$21.00	\$21.39	\$20.29	\$21.64	\$23.16	\$25.83	\$25.94	\$26.55
Fuel and care	3.10	5.33	4.37	3.97	3.62	4.39	4.31	4.06	3.98
Books and									
supplies ..	1.69	1.44	1.43	1.58	1.65	1.58	1.94	1.55	1.75
Light, power,	.25	.29	.26	.25	.22	.30	.35	.29	.32
Officers'									
salaries, ..	.70	.70	.80	.77	.83	.87	.95	.93	.92
Miscellaneous	.40	.48	.49	.43	.40	.67	.85	.69	1.00
Total .....	\$26.43	\$29.24	\$28.74	\$27.29	\$28.36	\$30.97	\$34.23	\$33.46	\$34.52

Table 12.

PER CAPITA EXPENDITURE FOR TEXT BOOKS AND  
SUPPLIES SINCE 1902.

(including evening and vacation schools).

Year	Aver. No. of Pupils	Expended for Text Books	Cost per Pupil	Expended for Supplies	Cost per Pupil	Cost of Both
1902	7,325	\$4,373.17	.60	\$8,023.85	.09	\$1.69
1903	7,369	4,901.65	.67	5,637.36	.77	1.44
1904	7,523	4,567.97	.67	6,114.74	.76	1.43
1905	7,951	6,031.39	.75	6,512.76	.83	1.58
1906	8,075	6,180.62	.75	7,194.25	.90	1.65
1907	8,129	5,371.88	.66	7,438.17	.92	1.58
1908	8,065	6,293.97	.79	9,309.84	1.15	1.94
1909	8,232	5,177.88	.63	7,541.87	.92	1.55
1910	8,383	7,166.67	.85	7,547.89	.90	1.75

Table 13.  
EXPENDITURES FOR EVENING SCHOOLS.

Season 1909-10.

	High	Drawing	Oliver	Essex	Packard	Totals
Teachers' salaries .....	\$5,241.00	\$762.00	\$4,085.50	\$413.00	\$549.00	\$11,050.50
Text-Books .....	348.11	—	82.50	—	70.40	501.01
Janitors' salaries .....	444.75	—	357.50	45.00	81.25	928.50
Janitors' supplies .....	15.16	—	7.55	—	—	22.71
Teachers' and pupils' supplies .....	205.10	158.31	99.09	.37	2.52	465.39
Total expenditure per school .....	6,254.12	929.31	4,632.14	458.37	703.37	—
Graduation expense .....	—	—	—	—	—	175.31
Supervisor's salary .....	—	—	—	—	—	400.00
Grand total .....	—	—	—	—	—	13,552.42
Per capita cost (on average attend.) .....	10.49	13.08	7.09	8.81	10.05	9.54

Table 14.

## EXPENDITURE FOR VACATION SCHOOLS.

Summer of 1910.

## Expenditures.

Teachers' salaries .....	\$549.80
Janitors' salaries .....	88.00
Supplies and equipment .....	200.12
	_____
	\$837.92

## Receipts.

From Trustees of White Fund (whole maintenance of Franklin and Walton schools, .....	\$139.66
Net cost of City, .....	\$698.26

Table 15.

## TEACHERS' PAYROLLS FOR FOUR YEARS.

## DAY SCHOOL.

	1907	1908	1909	1910
January .....	\$16,441.00	\$19,352.24	\$19,962.50	\$20,490.00
February .....	16,754.74	19,466.75	20,006.00	20,551.50
March .....	16,817.00	19,444.01	20,079.50	20,667.50
April .....	16,679.00	19,510.49	20,010.75	20,707.50
May .....	16,824.49	19,426.00	19,977.50	20,708.13
June .....	16,792.50	19,428.00	19,955.50	20,763.25
September .....	19,029.75	19,518.00	20,265.00	21,049.38
October .....	19,194.26	19,740.24	20,465.37	22,295.99
November .....	19,172.00	19,964.13	20,466.25	22,371.00
December .....	19,262.25	20,016.25	20,525.75	22,452.00
Totals, .....	\$176,966.99	\$195,866.11	\$201,714.12	\$212,056.25

Table 16.

## TEACHERS' PAY ROLL FOR FIVE YEARS.

## EVENING SCHOOLS.

	1906	1907	1908	1909	1910
January ..	\$1,940.00	\$2,009.50	\$2,663.50	\$2,366.00	\$2,065.16
February .	2,403.50	2,452.00	2,139.50	2,350.00	2,848.86
October ..	1,829.00	1,566.50	2,486.50	2,200.66	1,446.49
November ..	1,906.50	2,224.00	2,402.00	2,188.16	1,820.16
December ..	1,326.50	2,192.00	2,134.50	2,147.66	1,817.66
<hr/>					
Totals ...	\$9,405.50	\$10,444.00	\$11,826.00	\$11,252.48	\$9,998.33

Table 17.  
COAL ACCOUNT 1909 AND 1910.  
(average for three years).

Name of School.	1909				1910				Aver. three Years.
	Tons Del. Rooms	Aver. per Room	Aver. per Room	Tons Del.	Rooms	Aver. per Room			
Amesbury .....	66	4	17	61	4	15			16
Arlington .....	80	8	10	65	8	15			9
Bruce .....	112	15A	7	123	17A	7			7
Cross Street .....	48	4	12	58	4	14			13
Essex Street, .....	80	8E	10	77	8E	10			10
Franklin .....	51	4	13	50	4	12			12
Hampshire Street .....	56	4	14	48	4	12			14
Harrington .....	56	4	14	63	4	16			15
Hood .....	197	16A	12	228	16A	14 $\frac{1}{4}$			13
Lowell Street .....	35	4	9	33	4	8			9
Newbury Street .....	36	4	9	31	4	8			9
Oak Street .....	65	6	11	54	6	9			10
Oliver, Old High, Old High Annex .....	230	30E	8	264	30E	9			8
Packard .....	129	16E	8	74	12E	6			7
Park Street .....	101	8	13	71	8	9			11
Prospect Street .....	71	4	18	63	4	16			16
Riverside .....	60	4	15	61	4	15			15
Rollins .....	59*	10A	6	104	10A	10			8
Saunders .....	84	12	7	83	12	7			7
Storrow .....	65	6	11	55	6	9			10
Tarbox .....	120	10A	12	96	10A	10			11
Union Street .....	66	6	11	66	6	11			11
Walton .....	65	4	16	55	4	14			15
Warren Street .....	56	4	14	52	4	13			13
Washington .....	77	6	13	66	6	11			12
Wetherbee .....	106	10A	11	105	10A	11			11
High .....	241	25AE	10	235	33AE	7			9

A—Assembly hall, teachers' rooms, library, etc. Fan system.  
E—Evening schools.

\*Partial supply.

## APPENDIX II.

---

- Table No. 1: Summary of Statistics for 1910. School Census, September 1910. School Buildings and Teachers. Enrolment and attendance. Attendance in December. Evening School Attendance in December. Number of days schools were actually in session.
- Table No. 2: Summary of Monthly Reports for school year ending June 1910.
- Table No. 3: Enrollment and Attendance, January to December. Term of Eleven Years.
- Table No. 4: Average Number of Pupils per Teacher in the different Elementary Schools.
- Table No. 5: Average Number of Pupils per Teacher for Five Years.
- Table No. 6: Size of Elementary Classes for Five Years.
- Table No. 7: High School Statistics.
- Table No. 8: Number of Pupils in the Different Grades of the Elementary Schools for a Term of Six Years.
- Table No. 9: Ages of Pupils in the Grades.
- Table No. 10: Promotions in the Grades for Four Years.
- Table No. 11: Repeaters in the Grades.
- Table No. 12: Evening School Enrolment and Attendance.
- Table No. 13: Growth of the Evening High School and the Evening Preparatory School.

- Table No. 14: Number of Pupils pursuing the Different Branches in the Evening High School.
- Table No. 15: Attendance at Evening High School.
- Table No. 16: Nationalities in the Evening Elementary Schools.
- Table No. 17: Enrolment and Attendance in Vacation Schools.
- Table No. 18: School Buildings.
- Table No. 19: School Sittings.
- Table No. 20: Schedule of Salaries.

## Table I.

## SUMMARY.

## I. Census.

State Census, 1905 .....	70,000
Special Census, 1907 .....	76,616
National Census, 1910 .....	85,892
Children between 5 and 15, September 1910 .....	13,240

## II. Buildings.

Number of School Buildings .....	31
Number of occupied Class Rooms .....	238

## III. Teachers.

In High School .....	29
Men 9   Women 20	
In Elementary Schools .....	261
Men 6   Women 255	
Supervisors .....	7
of Primary Grades 1	
of Drawing 3	
of Music 3	
Special Teachers of Sewing .....	5
Total number of Day School Teachers .....	301
Evening School Teachers, December 23, 1910 .....	67
Supervisor .....	1
High School .....	22
Men 16   Women 6	
High School preparatory .....	6
Men 0   Women 6	
Elementary .....	36
Men 8   Women 28	
Drawing .....	3
Men 3   Women 0	
Total number of teachers, day and evening schools.....	368

## IV. Attendance.

	1909	1910	Increase
Total enrolment .....	10,711	10,754	43
Average number belonging .....	8,232.51	8,382.55	150.04
Average attendance .....	7,679.71	7,805.78	126.07
Per cent attendance .....	93.2	93.1	— .1
High School graduates .....	109	103	— 6

## V. ATTENDANCE IN DECEMBER.

	1909	1910	Increase
Whole Number .....	8,484	8,729	+ 245
In High School .....	688	761	+ 93
In Elementary Schools .....	7,816	7,968	+ 152
In First Grade .....	1,561	1,622	+ 61
In Second Grade .....	1,169	1,244	+ 75
In Third Grade .....	1,076	1,079	+ 3
In Fourth Grade .....	980	988	+ 8
In Fifth Grade .....	917	910	— 7
In Sixth Grade .....	850	842	— 8
In Seventh Grade .....	685	723	+ 38
In Eighth Grade .....	512	529	+ 17
Ungraded .....	66	31	— 35

## VI. Evening School Attendance in December.

	1909	1910	Increase
High School—Regular .....	411	497	+ 86
High School—Preparatory ....	285	282	— 3
Elementary Schools .....	985	729	— 256
Drawing School .....	82	97	+ 15

## VII.

Number of days schools were actually in session .....	182 days
Number of days omitted because of holidays .....	5 days
Number of days omitted by special vote of Committee, .9½ days	
Number of days omitted by the no-school signal .....	3½ days
Actual number of weeks schools are in session in a forty week years, .....	36 2-5 weeks

TABLE 2: SUMMARY OF MONTHLY REPORTS FOR SCHOOL YEAR ENDING JUNE, 1910.

Name of School	Total Enrollment for Month	Average Belonging N. <sup>o.</sup>	Average Daily Attendance	Per Cent. of Absence	Total Half Days	No. Cases of Tardiness	No. Cases of Truancy	No. Cases of Dismissal	No. Cases of Teacher Absent	Times Teacher was Tardy
Amesbury St.	246	237.51	217.56	91.60	7,313	621	10	6	19	35
Arlington	297	282.94	263.28	93.05	7,213	634	43	3	105	16
Bruce	552	541.95	504.04	93.	13,722	884	663	48	62	35
Cross St.	157	155.12	139.25	87.12	4,429	354	197	26	0	46
Essex	418	407.77	379.84	93.16	10,134	335	175	39	62	10
Franklin	153	144.76	136.42	94.24	3,765	479	25	4	63	0
Hampshire St.	152	145.24	135.74	93.46	3,456	264	88	29	26	14
Harrington	228	220.58	202.32	91.72	6,681	409	44	8	15	4
Hood	622	599.14	566.68	95.50	14,307	1,027	350	26	86	26
Lowell St.	146	139.07	125.77	90.44	4,853	579	100	3	6	24
Newbury St.	162	157.03	143.74	91.54	4,865	368	119	41	81	1
Oak St.	280	266.57	237.43	89.07	10,657	383	11	7	42	8
Oliver	620	601.90	565.62	93.97	13,188	567	472	32	45	61
Packard	677	663.59	619.35	93.33	16,461	498	409	15	125	41
Park St.	305	297.66	274.40	92.19	8,464	1,173	119	30	22	53
Prospect St.	173	168.36	155.83	92.56	4,564	331	35	4	54	15
Riverside	130	116.03	107.62	93.56	3,068	106	40	25	24	4
Rollins	402	395.70	377.56	95.42	6,592	341	260	23	60	18
Saunders	257	248.71	222.61	89.50	9,613	857	82	16	8	59
Storrow	302	293.10	275.33	93.84	6,489	740	122	8	43	9
Tarbox	371	353.29	343.86	97.33	6,982	210	85	5	14	17
Union St.	302	301.38	261.31	86.70	10,944	637	64	118	14	17
Walton	182	168.39	148.48	88.18	7,244	653	27	6	10	6
Washington	228	213.94	201.82	94.33	4,564	599	60	2	66	10
Wetherbee	359	353.52	332.30	94.	7,221	299	128	15	28	8
High	647	657.02	635.20	96.68	3,927	674	496	86	28	15
Special School	229	210.81	180.90	85.81	10,912	1,426	86	36	64	55
Grand Totals,	.....	8,597	8,340.08	7,754.26	92.98	211,628	15,448	4,310	575	1,162

Table 3.

ENROLLMENT AND ATTENDANCE, JANUARY TO  
DECEMBER, TERM OF ELEVEN YEARS.

	Total Enrollment	Average Membership	Average Attendance	Percent of Attendance
1900.....	8,784	6,904	6,500	.94
1901.....	8,800	7,038	6,639	.94
1902.....	9,140	7,325	6,841	.94
1903.....	9,160	7,369	6,901	.94
1904.....	9,571	7,523	7,089	.94
1905.....	9,762	7,951	7,442	.94
1906.....	10,387	8,074	7,447	.92
1907.....	10,461	8,129	7,531	.93
1908.....	10,183	8,065	7,565	.94
1909.....	10,711	8,232	7,679	.93
1910.....	10,754	8,383	7,806	.93

Table 4.

## AVERAGE NUMBER OF PUPILS PER TEACHER IN THE ELEMENTARY SCHOOLS.

1910.

	No. Belonging Dec. 1910.	No. of Teachers	Av. No. Pupils per Teacher.
Amesbury Street .....	254	8	31.7
Arlington .....	275	9*	30.5
Bruce .....	585	16*	36.5
Cross Street .....	167	5	33.4
Essex .....	265	9*	29.4
Franklin .....	182	7	26
Hampshire Street .....	177	6	29.5
Harrington .....	231	8	28.8
Hood .....	397**	11**	36
Lowell Street .....	109	4	27.2
Newbury Street .....	149	5	29.8
Oak Street .....	293	10	29.3
Oliver .....	589	18*	32.7
Packard .....	707	18*	39.2
Park Street .....	292	9	32.4
Prospect Street .....	192	6	32
Riverside .....	119	4	29.7
Rollins .....	406	12*	33.8
Saunders .....	271	9*	30.1
Storrow .....	291	10	29.1
Tarbox .....	411	11*	37.3
Union Street .....	307	10	30.7
Walton .....	176	7	25.1
Warren Street .....	120	4	30
Washington .....	233	8	29.1
Wetherbee .....	353	11*	32

Average number of pupils per teacher, 32.1.

\*Masters and supervising principals not counted.

\*\*Practice Department not counted.

Table 5.

## AVERAGE NUMBER OF PUPILS PER TEACHER.

December 1906,.....	35.2
December 1907,.....	33.4
December 1908,.....	32.4
December 1909,.....	32.2
December 1910,.....	32.1
Average in twenty-five Massachusetts cities in 1908.....	39.2
Average in nineteen large cities outside of Massachusetts, 1908, .....	41.4

Table 6.

SIZE OF ELEMENTARY SCHOOL CLASSES  
FOR THE LAST FIVE YEARS.

1906.

26 rooms had 30 or less.

101 rooms had more than 30 and less than 41.

39 rooms, taught by one teacher, had more than 40 pupils.  
11 rooms had *two* teachers.

1907.

30 rooms had 30 or less.

102 rooms had more than 30 and less than 41.

41 rooms, taught by one teacher, had more than 40 pupils.  
25 rooms had *two* teachers.

1908.

30 rooms had 30 or less.

123 rooms had over 30 and less than 41.

33 rooms, taught by one teacher, had more than 40 pupils.  
16 rooms had *two* teachers.

1909.

26 rooms had 30 or less.

106 rooms had over 30 and less than 41.

40 rooms, taught by one teacher, had more than 40 pupils.  
24 rooms had *two* teachers.

1910.

35 rooms had 30 or less.

85 rooms had over 30 and less than 41.

47 rooms, taught by one teacher, had more than 40 pupils.  
28 rooms had *two* teachers.

Table 7.  
HIGH SCHOOL STATISTICS.

1910.

Average Membership .....	657.02	—
Number in entering class .....	270	
Number of graduates .....	103	
Number of teachers .....	28	
Statistics for School Year Ending June, 1910.		
No. of teachers.....	28	Enrollment, December, 1910:
No. enrolled .....	279	First year,
Av. No. belonging .....	657.02	Boys, .....
Av. attendance .....	635.20	Girls, .....
In first year,		
September, 1909...272		Second year,
June, 1910 .....	218	Boys, .....
Percent. loss .....	19.08	Girls, .....
In second year,		Third year,
September, 1909..198		Boys, .....
June, 1910 .....	159	Girls, .....
Percent. loss .....	19.69	
In third year,		Fourth year,
September, 1909..117		Boys, .....
June, 1910,.....107		Girls, .....
Percent. loss ....	8.54	
In fourth year,		Post Graduates,
September, 1909..108		Boys, .....
June, 1910 .....	104	Girls, .....
Percent. loss ....	3.7	
No. of graduates,		Total,
Boys, .....	61	Boys, .....
Girls, .....	42	Girls, .....
Total, .....	103	Total, .....
		644

Av. age of graduates, 1910,

Boys, ... 18 years 3 months

Girls, ... 17 years 8 months

No. entering college of technical school, ..... 31

No. entering normal school 15

Number of Pupils Taking Following Subjects:

English .....	729	German .....	100
Latin .....	552	Physical Geography .....	80
Algebra .....	548	Elocution .....	69
Music .....	512	Chemistry .....	51
History .....	354	Bookkeeping .....	45
French .....	305	Commercial Arithmetic ..	45
Geometry .....	235	Stenography-Typewriting	42
Mechanical Drawing .....	178	Greek .....	30
Freehand Drawing .....	151	Botany .....	29
Manual Training .....	123	General Biology .....	18
Physiology and Hygiene..	110	Trigonometry .....	6
Physics .....	103		

Number of Recitation Periods per Week, exclusive of Music  
and Drawing.

Number taking 10 hours per week    15 hours    20 hours    25 hours

1910

Boys	0	2	45	27
Girls	0	8	25	13

1911

Boys	0	8	44	17
Girls	0	6	51	9

1912

Boys	0	7	77	23
Girls	0	14	78	6

1913

Boys	1	35	102	12
Girls	2	57	70	5

Av. No. of Rec. hours per week for each boys in school....20.35

Av. No. of Rec. hours per week for each girl in school....19.20

Av. No. of Rec. hours per week for each pupil in school....19.82

Table 8.

TABLE SHOWING NUMBER OF PUPILS IN EACH  
GRADE BELOW THE HIGH SCHOOL IN  
DECEMBER FOR SIX YEARS.

	1905	1906	1907	1908	1909	1910
Eighth .....	366	446	450	457	512	529
Seventh .....	618	642	668	730	685	723
Sixth .....	730	804	810	813	850	842
Fifth .....	968	978	994	971	917	910
Fourth .....	1035	1148	1046	969	980	988
Third .....	1097	1118	1074	962	1076	1079
Second .....	1156	1155	1039	1068	1169	1244
First .....	1581	1315	1469	1401	1561	1622
Ungraded ....		117	155	180	66	31
Totals, .....	7551	7733	7615	7551	7816	7968

Table 9.

## AGES OF PUPILS IN THE GRADES.

(Children below the heavy line are above normal age for the grade, according to the accepted standard.)

(December 1, 1910)

Years Old	1	2	3	4	5	6	7	8	Totals
5	320								320
6	747	170	4						921
7	358	470	145	1					974
8	133	305	350	126	2				916
9	41	137	269	325	106	10			888
10	23	73	137	251	290	144	4		922
11	14	20	64	137	200	231	125	4	795
12	15	23	41	71	174	222	244	99	889
13	15	22	43	67	104	174	241	203	869
14	12	22	21	32	24	45	90	152	398
15	10	13	7	5	6	10	13	54	118
16	2	1	2	1			6	8	20
17				1			2	2	5
Totals, . . .	1690	1256	1083	1017	906	836	725	522	8035
Above nor-									
mal age...	265	311	315	314	308	229	111	64	1917
Perc't above									
normal age	.16	.25	.29	.31	.34	.27	.15	.12	.24

Table 10.

PROMOTION IN THE GRADES.  
YEAR ENDING IN JUNE.

Grade	June List	Promoted	1906-7		Per Cent
			Left	Behind	
First	1293	891	362		.20
Second	1139	898	196		.17
Third	1050	876	159		.15
Fourth	985	802	163		.16
Fifth	1022	821	156		.15
Sixth	707	532	142		.20
Seventh	543	428	82		.15
Eighth	381	342	39		.10
Totals	7120	5590	1299		.18
<hr/>					
Grade	June List	Promoted	1907-8		Per Cent
			Left	Behind	
First	1343	876	417		.31
Second	971	787	164		.17
Third	1024	848	154		.15
Fourth	1013	846	131		.13
Fifth	914	795	106		.11
Sixth	757	686	97		.13
Seventh	538	425	90		.17
Eighth	398	290	23		.06
Totals	6958	5553	1182		.17
<hr/>					
Grade	June List	Promoted	1908-9		Per Cent
			Left	Behind	
First	1428	963	437		.31
Second	1122	941	155		.14
Third	1024	900	103		.10
Fourth	960	806	118		.12
Fifth	930	798	85		.09
Sixth	769	660	68		.08
Seventh	609	490	77		.13
Eighth	416	325	26		.06
Totals	7258	5883	1069		.15
<hr/>					
Grade	June List	Promoted	1909-10		Per Cent
			Left	Behind	
First	1516	1078	418		.28
Second	1206	1030	159		.13
Third	940	836	78		.08
Fourth	940	845	67		.07
Fifth	852	768	61		.07
Sixth	791	692	45		.06
Seventh	615	543	53		.09
Eighth	492	471	21		.04
Totals	7352	6263	902		.12

	High School		
First year .....	218	206	.05
Second year .....	167	163	.02
Third year .....	125	121	.02
Fourth year .....	104	103	
Totals, .....	<hr/> 614	<hr/> 593	<hr/> 16
			.03

Table II.  
REPEATERS IN THE GRADES.  
(December 5, 1910.)

Grade.	Number Belonging	Number Repeating	Percent. Repeating
I	1658	366	.22
II	1250	150	.12
III	1084	76	.12
IV	991	86	.09
V	918	56	.06
VI	843	77	.09
VII	723	41	.09
VIII	529	18	.03
Totals,	7996	870	.11

Table 12.  
EVENING SCHOOL ENROLLMENT AND ATTENDANCE  
SEASON OF 1909-10.

	High	Drawing	Oliver	Essex	Packard	Totals.
Av. No. Belonging .....	707	88	831	66	81	1773
Av. Attendance .....	596	71	653	52	70	1442
Percentage Attendance ...	84	81	78	79	86	81

Table 13

GROWTH OF THE EVENING HIGH SCHOOL AND  
THE PREPARATORY DEPARTMENT  
FOR FIVE YEARS.

1906			1907			1908			1909		
High School	Prep. High	Total									
158	128	286	223	168	391	342	311	653	411	259	670
1910											
High School	Prep. High	Total	497	281	778						

Table 14.

NUMBER OF PUPILS PURSUING THE DIFFERENT  
SUBJECTS IN THE EVENING HIGH SCHOOL.

Penmanship I .....	123	Stenography I .....	59
German I .....	12	Stenography II .....	43
German II .....	7	Stenography III .....	18
Commercial Arithmetic I..	190	Typewriting I .....	48
Commercial Arithmetic II.	31	Typewriting III .....	19
Book-keeping I .....	58	French I .....	50
Book-keeping II .....	36	French II .....	18
English I .....	234	Algebra I .....	36
English II .....	141	Algebra II .....	14
English III .....	99	Public Speaking .....	16
General Biology .....	19	Physics I .....	20
Business Methods .....	28	Hygiene, Personal and Public .....	27
Elementary Science .....	14	Civic and Economic Prob- lems, .....	21
Chemistry .....	22		
General History .....	16		

Table 15.

## ATTENDANCE AT EVENING HIGH SCHOOL.

(Season of 1909-10—69 nights.)

Number attending from 1 to 9 nights.....	78
Number attending from 10 to 19 nights.....	47
Number attending from 20 to 29 nights.....	33
Number attending from 30 to 39 nights.....	27
Number attending from 40 to 49 nights.....	11
Number attending from 50 to 59 nights.....	75
Number attending from 60 to 69 nights.....	253

Table 16.

## NATIONALITIES IN THE EVENING SCHOOLS.

(Figures based on number belonging in December.)  
 (Non-English Speaking.)

Nationality.	Oliver.	Essex.	Packard.	Total.
Italian .....	210		6	216
Syrian .....	43			43
Polish .....	90			90
Lithuanian .....	48		2	50
French .....	60	50	18	128
Russian .....	15	3		18
Armenian .....	31	2		33
Greek .....	12			12
Hebrew .....	31	1		32
German .....	9			9
Other Nationalities .....	15	3	2	20

Table 17.

ENROLLMENT AND ATTENDANCE  
IN VACATION SCHOOLS.

1910.

Schools.	No. Enrolled	Average Attendance.	Perc. of Attendance.	No. Enrolled in Group I.	No. Enrolled in Group II.	No. of Girls Over 10 Years.	No. of Boys Over 10 Years.
Oak .....	345	324.425	94.036	105	92	52	96
Packard .....	205	192.140	93.726	60	60	25	58
Essex .....	148	143.210	96.763	40	40	36	32
Franklin .....	78	75.787	97.162	28	50	—	—
Walton .....	93	90.005	96.779	45	48	—	—
Totals, .....	869	825.567	95.567	280	290	113	186

Table 18.

## SCHOOL BUILDINGS.

NAME.	Description	Class Room	Heating System	Valuation	Built	Years in Use	Enlargements and Alterations
Amesbury .....	Brick	4	Steam	\$24,174.00	1882	28	—
Arlington .....	"	8	"	25,796.00	1890	20	1896
Bruce, .....	" *17	4	"	100,411.00	1902	8	1910
Cross .....	"	4	"	7,000.00	1852	58	1869
Essex .....	"	8	"	26,179.00	1890	20	1896
Franklin .....	Wooden	4	"	13,078.00	1854	52	1875
Hampshire .....	"	4	"	7,797.00	1854	56	1881
Harrington .....	Brick	4	"	12,734.00	1874	36	—
G. E. Hood .....	" *16 F.	4	"	148,000.00	1905	5	—
Lowell .....	Wooden	4	"	8,500.00	1861	49	1878
Newbury .....	Brick	4	"	10,400.00	1850	56	1885
Oak .....	"	6	"	22,006.00	1871	39	1873
Oliver .....	"	16	"	53,405.00	1848	62	1853-1867
Packard .....	"	10	"	25,700.00	1896	24	—
Packard Annex	Wooden	4	"	7,536.00	1896	14	—
Park .....	"	4	"	13,300.00	1880	19	—
Prospect .....	"	4	"	6,911.00	1856	54	1878
Riverside .....	"	4	"	7,000.00	1875	35	—
Rollins .....	Brick	*10 F.	"	65,170.00	1893	17	—
Saunders .....	Wooden	8	"	13,981.00	1860	40	1873
Sanuders Annex	"	4	"	6,519.00	1896	14	—
Storow .....	"	6	"	18,000.00	1884	22	1903
Tarbox .....	*Brick	10 F.	"	57,307.00	1895	15	—
Union .....	Wooden	6	Furnace	11,336.00	1876	34	1882
Walton .....	Brick	4	Steam	12,268.00	1880	30	—
Warren .....	Wooden	4	"	8,200.00	1869	41	1904
Washington .....	Brick	6	"	18,300.00	1876	34	—
Wetherbee .....	"	*10 F.	"	95,067.00	1897	13	—
High .....	"	*25 F.	"	244,357.00	1901	9	—

\* Assembly Hall, Teachers' Rooms, Library, etc.

F Fan System.

Table 19.  
SCHOOL SITTINGS.

	Whole Number of Seats.	No. Belonging Dec. 1910.	Seats unoccupied
Amesbury Street .....	252	253	0
Arlington .....	353	281	72
Bruce .....	708	591	117
Cross Street .....	177	171	6
Essex and Warren Street.	527	392	527
Franklin .....	211	188	23
Hampshire .....	192	182	10
Harrington .....	232	238	0
Hood .....	754	646	108
Lowell Street, .....	181	112	69
Newbury Street .....	174	147	27
Oak Street .....	360	300	60
Oliver .....	719	586	133
Packard .....	798	708	90
Park Street .....	363	299	64
Prospect Street .....	212	198	14
Riverside .....	174	123	51
Rollins .....	485	410	75
Saunders .....	410	271	139
Storrow .....	360	292	68
Tarbox .....	492	405	87
Union Street .....	368	308	60
Walton .....	192	181	11
Washington .....	266	240	26
Wetherbee .....	454	359	95
High .....	817	767	50
Special .....	176	186	0
	10,407	8,834	1,982

Table 20: TEACHERS' SALARY SCHEDULE, IN EFFECT SEPTEMBER 1, 1907.  
 (Amended October 1, 1910.)

Grade,	YEARS OF SERVICE.										
	1	2	3	4	5	6	7	8	9	10	11
<b>High School.</b>											
Head-Master .....	\$3,000										
Sub-Master .....	1,400	1,500	1,600	1,700	1,800	1,900	2,000				
Masters .....	700	800	1,900	1,000	1,100	1,200	1,300	1,400	1,500	1,600	1,700
Assistants (women) .....	600	650	700	750	800	900	1,000	Heads of Depts. by special vote.			
<b>Grammar and Primary Schools.</b>											
Master .....	1,400	1,500	1,600	1,799	1,800	1,900	2,000	2,100	2,200		
Master's Assistant .....	800										
Teachers of all Grades .....	450	500	500	550	600	650	700	750			
Principals, 4 and 5 rooms, \$800; 6 and 7 rooms \$825; 8 and 9 rooms, \$850; 10 and 11 rooms, \$875; 12 and over, \$900											
<b>Directors of Music.</b>											
Man .....	1,200	1,300	1,400	1,500	1,600	1,700					
Woman .....	600	650	700	750	800	850	900	950	1,000		
<b>Directors of Drawing.</b>											
Man .....	1,200	1,300	1,400	1,500	1,600	1,700					
Woman .....	600	650	700	750	800	850	900	950	1,000		

## APPENDIX III

---

Graduates of 1910.

High and Grammar Schools, Evening High School,  
with program of exercises.

Award of Prizes.

Election and Transfers of Teachers.

Resignation of Teachers.

Leaves of Absence of Teachers.

School Census.

Truancy.

Labor Certificates.

Contagious Diseases.

Teachers' Directory.

Janitors' Directory.

School Calender.

School Committee for 1911.

## GRADUATIONS, 1910.

The graduation of the class of 1910 of the High School was held in City Hall, Monday afternoon, June 28th. The address was delivered by John H. Finlay, L.L.D., President of New York College, and diplomas were presented by Hon. John Breen, Chairman of the High School Committee.

The seven Grammar schools held their usual graduation exercises at City Hall, on Tuesday afternoon, June 28th. The address was delivered by Dr. A. E. Winship, Editor of the Journal of Education, and diplomas were presented to four hundred fifty-nine graduates by Mr. Maurice J. Mohaney, Chairman of the Grammar School Committee.

The Evening High School held their graduation exercises in the High School assembly hall, on Monday evening, March 21st. The address was delivered by Hon. William S. Knox and diplomas were presented seventy-eight graduates by Mr. William Hendry of the Evening School Committee.

## ORDER OF EXERCISES.

*Of the Fifty-Ninth Anniversary of the Lawrence High School,  
Monday, June 27, 1910.*

## PROGRAM.

MARADO R. CARLISLE, ACCOMPANIST.

MARCH—Entrance of the Classes, .... *Columbian Orchestra*

HYMN—"O, God, Our Help,"              Tune, "Manoah."

PATRIOTIC SONG—"The Banner of the Free," .. G. F. Wilson

ADDRESS OF WELCOME,

JOSEPHINE MARY BARLOW.

CHORUS—"The Stormy Evening,".....*G. W. Chadwick*  
SCHOOL CHORUS.

FAREWELL ADDRESS,

HARRY ANTHONY CAFFREY.

PART SONG—"Over the Water,".....*E. S. Hosmer*  
ADDRESS,

JOHN H. FINLEY. L.L.D.

President of the College of the City of New York.

SONG AND CHORUS—"The Armorer,"....*George B. Nevin*  
SCHOOL CHORUS.

Awarding of Diplomas and Hood and Perkins Prizes by  
Hon. John Breen, Vice Chairman of the School Committee.

CLASS ODE,

Words by MILDRED LOUISE GRIMES.

*High School Graduates*

Annie Marian Alexander  
Albert Hovey Anderson  
Isadore Ashkenazy  
Lewis R. Ashton  
Thomas Calvin Atchison  
Marion M. Auty  
Arthur Raymond Ayer  
F. Bertrand Banan  
John Wesson Bolton, Jr.  
Harriet Ruth Bradstreet  
Helena Catherine Breen  
Abe A. Brown  
Harry Anthony Caffrey  
Marado Ruth Carlisle  
Howard Orseimus Chapman  
Marion Lavinia Christison  
John Francis Cogswell  
Charles F. Connor  
Mary G. Connor  
Joseph Raymond Conway

Francis A. Kelly  
Benjamin Robert Leach  
Michael Francis Looney  
Charles Aloysius Mahoney  
Katherine Theresa McAuliffe  
Justin A. McCarthy  
Esther Mary McDonnell  
John Joseph McKone  
Mary Genevieve McMahon  
Michael Vincent McQuade  
Ivan Colson Merrill  
Albert Miller  
Winifred Margaret Murphy  
Charles Nitzschke  
Albert Francis Olmstead  
Lyman Gilson Perkins  
Helen Harding Pickels  
Elliott Barton Plummer  
Marion Poore  
Harold L. Prescott

Edward Joseph Costello  
William H. Cotter  
Charles Albert G. Cronin  
Elizabeth Cunningham  
Philip Mahlon Currier  
Victor T. Augustine Curtin  
Harriet M. Desmond  
Ray Boynton Dodge  
Sadie Agnes Doucet  
Lillian F. Evans  
John Patrick Fleming  
Frank A. Flynn  
William B. Forrest  
Samuel Gabrielson  
Goodman Gafinowitz  
John Henry Garvin, Jr.  
Mildred May Gilbert  
Jacob Ginsburg  
Timothy Cleveland Gleason  
Emma A. Gould  
Cuba Maude Gray  
John H. Greer, Jr.  
Mildred Louise Grimes  
Olin H. Hayes  
Bessie Neel Hendry  
J. Lawrence Henry  
Patrick J. Higgins  
John Joseph Hogan  
John Edward Hopkins  
Augustine Michael Keefe

Geoffrey Lawrence Reid  
Mary Veronica Reusch  
Blanche Rebecca Robinson  
John Francis Roche  
Marion E. Rollins  
Everett Rogers Rutter  
Ruth Dyer Sargent  
Joseph Warren Sawyer  
Lillie May Seavers  
Elizabeth Agatha Sheehy  
David Frederick Sibulkin  
Reginald S. Stearns  
Augusta Mary Sullivan  
Helen G. Sullivan  
Vivian Taylor  
Louis Tepper  
Julia Ellen Tobin  
Harry James Trees  
Charles Henry Trumbull  
Carl H. Trumpold  
Laura Mildred Varnam  
Leslie F. Wallace  
Gertrude Philomene Walsh  
Mabelle E. Ward  
Arthur George Weigel  
Marguerite Veronica Weiss  
Helen Barbour Woodman  
Anna Elizabeth Wyde  
David Donald Yule

### *Honor List.*

WITH GREAT DISTINCTION

BERNICE BAILEY ABBOTT JOSEPHINE MARY BARLOW  
SUSAN GAVIN DRISCOLL

**WITH DISTINCTION**

MARION OPHELIA STEWARD

## *GRADUATING EXERCISES.*

*Evening High School Class of 1911*

*Evening, March 21, 1910.*

## PROGRAM

ANNIE E. ALTMAN

INTERMEZZO, ..... *Hubbell*

ORCHESTRA.

ADDRESS TO GRADUATES,

HON. WILLIAM S. KNOX.

Awarding of Diplomas and Fleming Prizes,

MR. WILLIAM HENDRY.

MARCH—"King Kark," ..... *Unrath*

ORCHESTRA.

OVERTURE—"Romantic," ..... *Keler Bela*

ORCHESTRA.

ESSAY—"A Woman's Sphere in Life,"

GRACE FLORENCE KENT.

ORIGINAL DECLAMATION—"The Call of the Twentieth  
Century,"

ARCHIBALD APPLEYARD.

SELECTION—"Bright Eyes," ..... *Hoschna*

ORCHESTRA.

*Class of 1910.*

Annie E. Altman  
Archibald Appleyard  
Gertrude Constance Batterbury  
George Joseph Berthiaume  
Elizabeth May Booth  
Albert Brailsford  
Annie Bramhall  
Robert Brimner  
Josiah George Brown  
William Augustine Burke  
Eugene Francis Callaghan  
Dugald Wyllie Campbell  
John Mathieson Campbell

Mary Catherine Jones  
Esther Veraconda Kelley  
Mary Anastatia Kelley  
Wilfrid Charles Kelley  
Grace Florence Kent  
Joseph Francis Kenyan  
Isabel Marie Killilea  
Ernest Karl Klein  
Catherine Laurie  
Harold Edward Leaver  
Selina May Lees  
Mary Rose Leonard  
Elsie Alida Lundgren

Catherine Cecilia Cantwell  
 Esther Cross  
 Bernice Marie DeRoehn  
 Joseph Francis Dowd  
 Mary Theresa Dowd  
 Ida Emily Duemmling  
 Francis Patrick Dyer  
 Joe Eastwood  
 Francis Joseph Emerson  
 Charles Henry Flathers  
 George Joseph Flathers  
 Arthur Frank Forler  
 Mary Fox  
 Annie Gaunt  
 Ruth Gavin  
 Katherine Agnes Golden  
 Cecilia Ann Gilcrest  
 Ernest Harnish  
 Olive Gertrude Hill  
 Richard Frank Himmer  
 Daniel Joseph Hince  
 William Houghton  
 Christina Clair Howard  
 Ethel Viola Hoyt  
 Joseph Shaw Hutton  
 Jennie Marion Jacobs

Theodore Augustine Lynch  
 Joseph Henry MacDermott  
 Christina Law McLaren  
 Walter Joseph Matthews  
 Joseph Augustine Morrison  
 Grace Irene Mossen  
 Julia Christina O'Connell  
 John James O'Leary  
 Joseph Keighly Pearson  
 Frances May Peters  
 Max Richard Petzold  
 Margaret Hannah Robin  
 Alfred Saluce Roy  
 Paul Herman Sachs  
 Henry Edward Schueler  
 Mary Louise Sheehan  
 Edward Robert Seed  
 Walter Albert Singer  
 James Henry Smith  
 Alice Edith Smith  
 A. Ruth Tepper  
 Conrad Ernest Thomas  
 Adam Robert Walker  
 Arthur Gustiv Weisner  
 Elsie Alwina Weiss

### *GRADUATION EXERCISES.*

*Of the Lawrence Grammar Schools at City Hall,  
 Tuesday, June 28, 1910.*

### *ORDER OF EXERCISES.*

MARCH—Entrance of the Classes.

HYMN—"God and Fatherland," ..... *Nageli*

VOCAL GAVOTTE—"Summer Roses," ..... *Geibel*

ADDRESS TO THE GRADUATES,

DR. A. E. WINSHIP.

Editor of the Journal of Education.

CHORUS—"Soldiers of Peace," ..... *Franz Von Blom*

Presentation of Diplomas by Maurice J. Mahoney, Esq.,  
Chairman of the Grammar School Committee.

VOCAL WALTZ—"Bright Dews of Morning," *Crowe-Mitchell*  
MARCH—(Passing of the Graduates)

*NAMES OF GRADUATES.*

*Oliver School Graduates.*

James E. Ainley	Leroy Long
Nellie Alekel	Daisy Lyman
Margaret Arzgian	George Madden
Alfred Black	Margaret M. Maguire
Helen Black	Helen B. McCormack
Nelson R. Boomhower	Marion R. McElroy
Joseph Campopiano	Viola B. Moore
Florence Casey	William F. Mulcahy
Philip J. Cleary	Grace D. Murray
Constance E. Clough	Mary F. O'Brien
Charles E. Dimock	Charles R. O'Hearn
Ida M. Fichtner	Genevieve A. O'Leary
Marion Ford	Henry A. O'Mahoney
Florence K. Gallagher	Loretta H. Powers
Mary A. Gallagher	Lancelot L. Robbins
Ada F. Gerson	Louis Rosenberg
Silla B. Gerson	Mamie F. Roy
Joseph Ghusen	Mary A. Scanlon
Nettie Ginsberg	Gussie I. Silverman
Celia R. Glubock	Annie Stearn
Morris Goldberg	Elizabeth Stearn
Joseph Grant	Bertha Sugden
Bertha M. Hamilton	John H. Sullivan
Fred Henning	Jacob Tepper
Marguerite D. Irving	Ruth Thompson
Leslie A. Jackson	Alice G. Ulrich
Alden C. James	Joseph Walker
James Judge	Annie Waters
Julius Katze	Edith Watson
Vina Keppie	Irene Wilson
Nathan Levene	

*Alexander B. Bruce School Graduates.*

Laurence A. Abercrombie	Herbert Helberg
Elizabeth B. Abrahams	Herbert D. Howarth
Elizabeth Abrahams	Herbert L. Hoarth
Gertrude K. Abrahams	Ruth I. Huckman
Samuel S. Barlow	Ethel M. Hulme
Daniel J. Baril	Margaret W. Hyde

Ida M. Bedard  
 Thomas R. Bee  
 Fanny A. Beedle  
 Alfred Bernstein  
 Frederic O. Bent  
 Mary G. Bradbury  
 Fannie H. Brown  
 Lillian A. Calnan  
 Edmund Chamberlain  
 Fred H. Churchill  
 Mildred Clayton  
 James E. Coates  
 Cora E. Craven  
 Gertrude L. Crompton  
 Harold M. Crompton  
 Mary B. Cronin  
 Clarence S. Davis  
 Irving W. Dillon  
 Laurence W. Donahue  
 Ethel L. Evans  
 Abe A. Fishman  
 Charles G. Fyfe  
 Gerard B. Galloway  
 Howard H. Gaskill  
 Laura E. Gendreau  
 Harold W. Cleave  
 William C. Glover  
 Edward E. Gordon  
 Esor L. Goodwin  
 Grace E. Grant  
 Mary A. Grant  
 Mary L. Guerin  
 Margaret Guerin  
 Marion Hall  
 Marion C. Hamblet  
 Edwin J. Hazelhurst  
 Margaret E. Hinchcliffe  
 Herbert Helberg

Isabel W. Kent  
 Helen M. Kimball  
 Lena Karelitz  
 Helen E. Knowles  
 Clifford B. Knowles  
 Kenneth W. Lord  
 Margaret Lord  
 Irene D. Macreadie  
 Raymond E. McCraw  
 Ernest A. McComiskey  
 Isabelle E. McFarlane  
 James A. McGeoch  
 Eleanor McGibbon  
 Forest N. Morgan  
 James B. Neel  
 Lewis B. Parkhurst  
 Lenna H. Prescott  
 Adolard P. Raymond  
 Jennie Rodgers  
 Edith L. Roy  
 Bernice E. Ryder  
 Maurice J. Saletra  
 Winthrop O. Sargent  
 Raymond C. Seed  
 Ethel J. Shikrallah  
 Bessie Shinberg  
 Verna L. Sloat  
 Gordon C. Spotwood  
 Millie L. Strout  
 Walter W. Toomey  
 Elmer R. Trumbull  
 Harold D. Turner  
 Frances M. Walsh  
 Hilda V. Warhurst  
 Gwendoline M. Worth  
 Paul L. Wylde  
 John H. Zelinsky

*Packard School Graduates.*

Eugene C. Adams  
 Walter J. Anderson  
 Raymond C. Barcroft  
 Ruth G. Beattie  
 Helen Black  
 David J. Blair  
 Frederick D. Bolton  
 Helen C. Brown  
 Hilda Burhouse  
 Nora M. Cahill  
 Norman Campbell  
 Nora C. Collins  
 Lella M. Dawley  
 Gertrude E. DeCourcy  
 Charles J. Donahue  
 Arthur R. Drummond  
 Ralph M. Dwinell

Elizabeth A. Lyons  
 Nora Mahoney  
 Isabel R. Marshall  
 Ethel M. McCarthy  
 Cornelius B. Meagan  
 Thomas C. McGowan  
 Ordie L. Monaghan  
 Grace E. Moore  
 Norah R. Moore  
 William J. Moore  
 Ruth M. Morell  
 Ina A. Mosley  
 Anna M. C. Muldoon  
 William B. Nelson  
 Catherine V. Oldroyd  
 Beatrice V. Parsons  
 William E. Quinn

Charles A. Everett	Harold Radcliffe
Charles A. Farrisey	Francis A. Regan
Marion W. Foley	Harold E. Rodgers
Paul E. Gaudes	Mabel E. Rourke
Beatrice H. Gauthier	Arthur T. Salois
Francis Godin	Dorothy J. Sawyer
Gertrude P. Hackett	Cornelius J. Shea
Ruth C. Haffner	Arthur A. Simmers
Clifton Hall	Olga L. Sjostrom
Alice M. Hart	Grace E. Smith
Reland T. Hart	Herbert W. Sperry
Ernest J. Jones	John Tomlinson
Frances A. Jordan	Mary G. Toye
Harold H. Lacy	George W. Verrill
Annie A. Laidlaw	Blanche M. Whittaker
William H. LeGrand	Thomas F. Wiggin
Walter E. Lena	Margaret A. Williscroft
Philip A. Lord	Grace R. Woodcock

*John R. Rollins School Graduates.*

Fern C. Allen	Edith E. Johnson
B. Henry Allen	William F. Keegan
Olive D. Balmforth	Kattie C. Kiessling
Cecil M. Banan	Eleanor M. Kingman
Katherine Barrett	Lillian R. Kirke
Oscar E. Berthel	J. Marion Lesure
Bertha M. B. Borneman	Mary L. Maguire
Frank R. Brailsford	Rose Maier
Elsie Brecker	Harold Maguire
Harold J. Byron	Bertha H. Mann
James E. Daley	William F. Markey
Theresa I. Daly	Leon F. Marland
Ruth E. Dimmlich	John B. Martin
Emma M. Doerr	Eleanor Muldowney
Grace F. Driver	William Oertel
Louise E. Erbe	Thomas J. Roche
C. Augusta Ferrin	Clara C. Ryan
Mary A. Ford	Delia T. Ryan
Frank O. Forster	Pearl M. Schlegel
Emma H. Franz	Alice G. Schreiterer
Frederick W. Funke	Lillian A. A. Steindl
Stanley A. Greenhalgh	Catherine W. Stewart
Edward J. Gurry	Grace E. Sullivan
Marion G. Hadfield	Dorothy Sutcliffe
Lucy Haigh	William Lewis Todd
Jennie N. Harrison	Harold D. Ulrich
Clara E. Hartman	Angus A. Waters
Warren W. Hartwell	Gustave G. Weller
Lidwina M. Moegen	Herman G. Wilde
Lizzie E. Hofemann	Gustave E. Yunggebauer

*Emily G. Wetherbee School Graduates.*

Elsie M. Ashworth  
Earl D. Batcheller

Mary J. Higgins  
Sarah J. Holt

Roland S. Bateman	Francis A. Keefe
Joseph H. Bernard	John J. Kennedy
John E. Bowler	Mary L. King
James V. Brown	Helen G. Linehan
Yvonne M. Belanger	John J. McCall
Anna C. Carlson	Allan R. McLay
John J. Coleman	Mary A. McCarthy
Nora H. Collins	Margaret E. Newell
Walter E. Dean	Herbert E. Poore
Marie S. Dempsey	George M. Prescott
Warren W. Desmond	Yvonne A. Rancourt
John L. Donovan	Albert V. Regan
Robert M. Dowe	Annie M. Robinson
Carl H. Dunlap	Mary T. Roche
Edward F. Durgin	Henry T. Rooney
Ethel B. Farrington	Emma V. Scanlon
Algic M. Faucher	Monica A. Sharples
Harold G. Fitzgerald	Harry J. Stocks
Louis R. Fortin	Howard M. VanBuskirk
William J. Gavin	Olive L. VanBuskirk
Genevieve V. Graham	Susie C. Waite
Francis P. Hayes	Ruth M. Woodhead
Guy D. Hawkins	Catherine A. Wrinn
M. Irene Hetue	

*John K. Tarbox School Graduates.*

Gussie Altman	Thomas J. Loye
Isadore Altman	Thomas B. Lavery
Wesley J. Beck	Edith A. Macartney
Albert Bernard	John H. Macartney
John C. Blessington	Thomas Maloney
Lillian M. Brouder	Isadore Mandelbaum
Louise F. Bushold	Clara V. Manning
Ellen C. Callahan	Esther V. Matthews
Harold J. Curtin	Andrew J. McGowan
Oscar Dietrich	Fanny Michalovich
Grace A. Dolan	Ethel Morgan
Mary R. Donahue	Arthur Morin
John F. Dowd	Helen J. Murphy
Eugene F. Fenton	Edgar Northam
Mary B. Fingleton	Mary E. O'Brien
Augusta R. Frank	William V. O'Sullivan
Fred Hainsworth	Walter Pearson
John Halloran	Joseph Rau
Henry M. Hart	Joseph Ravich
Brigg Hey	Jennie Robinson
Lawrence C. Holdsworth	John Robinson
Edward M. Howard	John P. Sheehan
John M. Johnson	Francis A. Sheridan
Joseph Jordan	Clifford H. Smith
William Kerton	Maurice Sundell
Edna M. King	Madeline G. Tardie
Thomas A. Kelley	Jennie A. Taylor
Edward Knorr	John H. Wadsworth
George Leavitt	

*Gilbert E. Hood School Graduates.*

Pauline L. Adams	Dorice M. Lord
Winifred W. Barry	George W. Marsden
Martha G. Bennert	Leo A. Marshall
Winifred Birch	Arthur H. Martin
George C. Blackwell	Frank Meier
Anna M. Burns	Terence E. Melvin
Monica A. Burns	Lillian G. Metzner
Harold S. Burton	Mildred E. Metzner
Helen A. Byrne	Rose A. Miller
Anna L. Collins	Thomas M. Muldoon
William J. Cross	William X. Mossom
George A. Cummings	Joseph L. Noonan
William A. de Mars	Thomas R. Powers
William A. Dempsey	Lillian Priestley
Katherine V. Devlin	Edwin C. Rausch
Ethel M. Dickie	Lillian L. Reifel
Howard I. Dolan	Irma G. Roesner
John C. Doyle	Kathryn M. Ryan
Andrew Dunn	Oswald R. Scherig
Harold W. Eastman	Elsie M. Schirner
Frank Fiedler	Herman A. Schneider
Ethel A. Flohr	Gertrude I. Smith
Lillian G. Frisch	Dora H. Stiegler
Joseph L. Frost	Ella R. Stebbins
Helen I. Glaenzel	Harold Stoehrer
Alfred Graichen	Gladys M. Sykes
Verna M. Graichen	Frederick E. Teichert
Albert J. Hally	Lillian Teichmann
Robert F. Hancock	Ruth S. Tewksbury
Ruth W. Hayes	Anna A. Tschauder
Frederick A. Higgins	Emma Vogel
Robert C. Hillner	Isabel E. Walker
Frederick W. Holmes	Arthur J. Wheeler
Mildred C. Hutton	Frank Weisman
Harold I. Kellett	Mildred I. Williams
Frank J. Kenney	Raymond V. Wood
Edwin H. Kohler	Helen L. Wuest
Arthur F. Lewis	Emma L. Young
Nellie G. Lewis	

### AWARD OF PRIZES.

---

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School were awarded to Josephine M. Barlow and Susan G. Driscoll.

The Willard B. Perkins' prizes for the encouragement of English composition in the High School were awarded to the following competitors:—

Class of 1910—John McKone, Josephine Barlow.

Class of 1911—Samuel Furneaux, Isabel Tobin.

Class of 1912—Wordlow Sloat, Ruth Brackett.

Class of 1913—John Maginnis, Doris Arel.

## CHANGES IN TEACHING CORPS, 1910.

Teachers elected in 1910.

School	Teacher	Began Service	Salary
High .....	Helen C. Owens	April 3	\$600
High .....	Elizabeth Burns	Sept. 4	700
Bruce .....	Mary E. Weiss	Sept. 4	700
Packard .....	Elizabeth Hutchins	Sept. 4	450
Packard .....	Florence M. Hall	Sept. 4	500
Tarbox .....	Elizabeth Ollis	March 13	450
Union .....	Carolyn Donovan	Feb. 1	450
Arlington .....	Elizabeth Moss	Sept. 4	450
Prospect .....	Gertrude F. Hartwell	Oct. 9	450
Prospect .....	Mary G. Conway	Sept. 4	450
Storrorw .....	Maybell Mowat	Oct. 11	600
Harrington .....	Alice Eastham	Oct. 2	450
Harrington .....	Ethel Neal	Oct. 2	500
Amesbury .....	Mona Shea	Sept. 4	450
Hampshire .....	Katherine Callahan	Oct. 15	450
Cross .....	Mary P. O'Sullivan	Feb. 1	450
Franklin .....	Frances Finegan	Sept. 11	450
Washington .....	Ruth M. Daniels	March 6	450
Washington .....	Mary M. Qualey	Sept. 4	500
Oak .....	Jemima Prescott	Sept. 4	450
Oak .....	Anna F. Churchill Principal	Oct. 2	850
Special .....	Gertrude L. O'Connell, Principal	Oct. 2	850
Special .....	Katherine L. Moynihan	Sept. 4	500
Special .....	Elizabeth R. Sweeney	Sept. 4	500
Special .....	Margaret S. Logan	Feb. 6	450

## TRANSFER OF TEACHERS—1910.

Teachers.	From	To
Margaret S. Logan ....	Special	Bruce
Elizabeth Collins ....	Storrorw	Oliver
Mary G. Griffin .....	Park	Oak
Mary G. Conway .....	Prospect	Rollins
Katherine L. Moynihan	Special	Tarbox
Ruth M. Daniels ....	Washington	Storrorw
Anna F. Churchill ....	Harrington	Oak
Gertrude L. O'Connell..	Harrington	Special
Katherine Regan .....	Amesbury	Storrorw
Katherine Singleton ..	Special	Hampshire
Katherine Sidley .....	Rollins	Warren
Katharyn M. Mahoney.	Cross	Arlington
Mary J. Conway .....	Tarbox	Washington

## LEAVE OF ABSENCE OF TEACHERS, 1910.

School.	Teacher.	From	To
Oliver.....	Frances M. Brainerd	Sept. 1910	June, 1911
Oliver.....	Caroline S. Brady	Sept. 1910	June, 1911
Rollins.....	Emma M. Ramsay	Sept. 1910	June, 1911
Rollins.....	Leonora Knapton	Feb. 1910	June, 1911
Rollins.....	Ella M. Eastman	Feb. 1910	June, 1911
Storrow.....	Alice L. Trott	Sept. 1910	June, 1911
Arlington.....	Grace F. Conway	Sept. 1910	June, 1911
Hampshire.....	Josephine L. Chase	Sept. 1910	June, 1911
Essex.....	Florence E. Griffin	Oct. 1910	June, 1911

## SCHOOL CENSUS—SEPTEMBER, 1910.

	1910	1909	1908	1907	1906
Ward 1.....	2469	2318	2023	2392	2206
Ward 2.....	1591	1607	1573	1606	1486
Ward 3.....	2073	1992	1940	2197	2169
Ward 4.....	1526	1744	2090	2038	1939
Ward 5.....	3136	2967	2864	2573	2682
Ward 6.....	2705	2612	2249	2394	2359
Totals, .....	13,500	13,240	12,739	13,200	12,841

Increase for 1910 over 1909—260.

Increase for 1910 over 1906—659.

## WORK OF TRUANT OFFICERS.

1910.		No. of schools visited.	No. of absences reported by teachers.	No. of absences without permission of parents.	No. of second offences.	No. of third offences.	No. of parents or guardians notified.	No. returned to school from the street.	No. of arrests	No. of prosecutions.	Instances of tardiness investigated.
January	445	260	14	0	0	282	13	0	0	0	20
February	524	375	7	5	0	359	21	0	0	0	18
March	557	524	7	3	3	497	26	2	2	2	19
April	564	519	16	5	5	497	22	1	1	1	18
May	450	347	10	8	5	341	28	0	0	0	14
June	496	313	14	4	4	305	17	4	4	4	16
September	494	415	26	5	2	402	28	1	1	1	14
October	654	479	13	5	7	409	35	4	4	4	18
November	436	283	6	2	1	281	16	1	1	1	14
December	762	362	10	6	1	362	23	2	2	2	19
Totals	5382	3877	123	43	28	3809	229	15	15	15	170

*Result of Prosecutions.*

Placed on Probation .....	8
Committed to Training School .....	7

## LABOR CERTIFICATES.

In the following tables will be found the number of labor certificates issued:—

Between 14 and 16 years of age.

Certificates Issued	1910.												Total
	January	February	March	April	May	June	July	August	September	October	November	December	
	77	33	44	88	47	64	138	149	264	76	68	55	833

Showing a decrease for 1910 of 505.

Between 16 and 21 years of age.

	1910.												Total
	January	February	March	April	May	June	July	August	September	October	November	December	
Literates	100	72	64	80	98	64	92	119	125	124	82	54	1074
Illiterates	48	27	41	60	61	31	38	60	38	38	16	18	476
Totals	148	99	105	140	159	95	130	179	163	162	98	72	1550

Decrease for 1910—2847.

CONTAGIOUS DISEASES REPORTED BY BOARD  
OF HEALTH, 1910.

	January	February	March	April	May	June	September	October	November	December	Total
Diphtheria .....	17	12	10	13	16	7	12	15	8	10	120
Scarlet Fever .....	12	22	16	13	17	11	22	14	14	6	147
Measles .....	39	101	200	175	45	25	0	0	3	11	599
Small Pox .....	1	1	0	0	0	0	0	0	0	0	2
Totals .....	68	136	227	201	78	43	34	29	25	27	868

## TEACHERS.

*In Service December 31, 1910.*

(The numerical letters designate the grade.)

## HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

Name and Residence.	Salary.	Began Service.
James D. Horne, Master, 7 Sheridan St.....	\$3,000	1894
Edward S. Riley, Sub-Master, 6 Forest St. ....	2,100	1892
Ada Lear, 82 Bradford St, .....	1,200	1873
A. L. Fulkerson, Methuen .....	1,600	1895
Elizabeth O'Leary, 121 Haverhill St. ....	1,200	1896
Ernest C. Jewell, 463 Lowell St. ....	1,800	1897
Martha D. Tracy, 5 Oak St. ....	1,000	1897
Alice B. Macdonald, 592 Haverhill St. ....	1,200	1896
Susana T. O'Connor, 19 Logan St. ....	1,000	1899
Bertha A. Merrill, 39 Abbott St. ....	1,200	1901
Katherine R. Regan, North Andover .....	1,000	1901
Edward F. Clegg, 193 Bailey St. ....	1,400	1902
C. F. Sullivan, 85 East Haverhill St. ....	1,100	1906
Bertha E. Abercrombie, 66 Warren St. ....	900	1906
Michael J. Mann, 110 Auburn St. ....	1,300	1904
Anna T. Mulholland, 393 Hampshire St. ....	1,000	1904
Harriet C. Lord, 86 Ames St. ....	1,000	1904
Noelia Dubrule, 57 Bradford St. ....	1,000	1904
John A. McGilvrey, 28 Orchard St. ....	1,200	1905
Mary A. Driscoll, 247 Salem St. ....	1,000	1906
Harriet Sleeper, 118 East Haverhill St. ....	1,000	1906
M. Elizabeth Carroll, 297 High St. ....	800	1908
Francis X. Hogan, 99 Farnham St. ....	900	1908
Helen G. Mank, 556 Haverhill St. ....	650	1909
Katherlyn F. Ahern, 40 White St. ....	650	1909
Elizabeth A. Burns, 121 Haverhill St. ....	700	1910
Ethel D. Woodcock, 411 Broadway .....	650	1909
Helen C. Owens, 50 Vine St. ....	600	1910

## OLIVER SCHOOL.

Haverhill Street (Opposite Lawrence Common.)

Grade.	Name and Residence.	Salary.	Began Service.
VIII.	Laurence J. O'Leary, Master, 19 Swan St. ....	\$2,000	1901
VIII.	Katherine M. Kenney, 379 Park St. ....	800	1881
VIII.	Margareta T. O'Sullivan, 137 Lawrence St. ....	750	1881
VIII.	*Frances M. Brainerd, 57 Kendall St. ....	550	1905

\*Leave of Absence.

VII.	Emily V. Brooks, 12 Berkeley St.	750	1895
VI.	Ella F. Arthur, 305 Lowell St.	750	1898
VI.	May I. Lawlor, 100 Bennington St.	650	1902
VI.	Mary E. Geraghty, 42 Summer St.	650	1902
VII.	Maria T. Cogger, 265 Haverhill St.	750	1899
V.	M. Josephine Nichols, 47 Avon St.	650	1904
VI.	Mary A. O'Sullivan, 164 Salem St.	650	1905
VII.	Mary A. Herlihy, 19 Currier St.	650	1905
V.	Susan B. Frost, 264 Jackson St.	650	1906
V.	Mary C. McGowan, 14 Berkeley St.	550	1907
IV.	Margaret L. Sullivan, 155 Saratoga St.	550	1907
IV.	Helen S. McGregor, 37 Lake St.	600	1906
VI.	Rosa H. Moeckel, 20 Rhine St.	550	1908
IV.	Edna M. McGowan, 14 Berkeley St.	500	1909

## ALEXANDER B. BRUCE SCHOOL.

Ames Street (Between Oliver and Byron Avenues.)

Grade.	Name and Residence,	Salary.	Began Service
VIII.	Wendell P. Brown, Master, 51 Smith St.	\$2,100	1895
VIII.	Sarah A. Barlow, 48 Washington St.	800	1887
VIII.	Camelia A. Howe, Methuen	750	1896
VII.	Mabel F. Noyes, Methuen	750	1890
VII.	Ida L. Freeman, 503 Haverhill St.	750	1893
VII.	Minnie A. Brown, Auburn St.	750	1895
VI.	Emma Stewart, 586 Haverhill St.	750	1895
VI.	Manora A. Bradford, 3 Park St.	750	1896
V.	Helen M. Sawyer, 51 Railroad St.	650	1905
V.	Elizabeth Hendry, 17 Essex Ave.	500	1909
VI.	Elizabeth Entwistle, 3 Caulkins Ct.	750	1897
V.	Gertrude E. Fox, 18 Washington St.	650	1905
V.	Bertha L. Morse, 194 Broadway	650	1905
V.	Jennie M. Kerr, 10 Forest St.	650	1905
I.	Edna V. Haigh, 57 Butler St.	500	1908
II.	Rose M. McCabe, 18 Byron Ave.	500	1909
V.	Margaret Logan, 8 Hillside Ave.	450	1910

## PACKARD SCHOOL.

Parker Street (Between Abbott and Bailey Streets.)

Grade.	Name and Residence.	Salary.	Began Service.
VIII.	John J. Mahoney, Master, 16 Logan St.	\$2,000	1903
VIII.	Jennie A. McManus, 29 So. Broadway	800	1894
VIII.	Jessie E. Simpson, 92 Salem St.	750	1895
VI.	Catherine G. O'Leary, 242 Salem St.	750	1895
VII.	Anna H. Desmond, 15 Springfield St.	750	1895
VII.	Ellen M. O'Connell, 166 Bailey St.	600	1906
V.	Evelyn P. Hutchins, 44 Butler St.	450	1910
VI.	Mary E. Harrington, 110 Newton St.	650	1902
IV.	Edith L. Whittemore, 5 Springfield St.	650	1902
VI.	M. Elizabeth Church, 42 Salem St.	650	1903

VII.	Julia N. Collins, 263 So. Broadway .....	650	1905
V.	Emily G. Burke, 210 Bailey St. ....	500	1909
III.	Helen F. Gainey, 1 Kingston St. ....	750	1900
III.	Emma L. Woodcock, 165 South Broadway .....	500	1909
III.	M. Eva Russell, 29 Dorchester St. ....	750	1899
V.	Edna Stratton, 59 Garfield St. ....	650	1902
IV.	Louise M. O'Connell, 59 Osgood St. ....	650	1905
V.	Julia T. Lenane, 65 Exeter St. ....	550	1907
Asst.	Margaret G. Scanlon, 347 Salem St. ....	750	1884
IV.	Florence E. Hall, 394 So. Union St. ....	500	1910

## JOHN R. ROLLINS SCHOOL.

Howard Street (Corner of Platt.)

Grade.	Name and Residence.	Salary.	Began Service.
	Hector L. Belisle, Master, 23 Quincy St. ....	\$2,100	1896
VIII.	Maria Smith, 11 Berkeley St. ....	800	1891
VIII.	Mary Eastham, 33 Woodland St. ....	750	1888
VII.	Emma J. Baker, 22 Belmont St. ....	750	1889
VII.	*Emma M. Ramsay, 16 Gralchen errace .....	650	1903
V.	Lena A. Nolan, Andover .....	750	1898
VII.	Catherine L. Fitzpatrick, 283 High St. ....	750	1894
VI.	Ellen C. Greene, 5 Haverhill St. ....	750	1895
VI.	Isabel F. Robbins, 78 East Haverhill St. ....	750	1896
VI.	Grace Wadsworth, 5 Quincy St. ....	750	1896
V.	Nellie J. Finegan, North Andover .....	500	1908
V.	Eleanor C. O'Connor, 19 Logan St. ....	650	1903
IV.	A. Gertrude Fox, 7 Woodland St. ....	500	1908
Asst.	Mary G. Conway, 110 Garden St. ....	450	1910

## JOHN K. TARBOX SCHOOL.

Alder Street (Corner of Walnut.)

Grade.	Name and Residence.	Salary.	Began Service.
	Dennis E. Callahan, Master, 21 Belmont St. ....	\$1,800	1902
VIII.	Margaret M. O'Neil, 147 Franklin St. ....	800	1895
VIII.	Katherine A. Hynes, Methuen .....	750	1897
VI.	Teresa M. Twomey, 190 Park St. ....	750	1899
VI.	Katherine L. Moynihan, Andover .....	500	1910
V.	Margaret A. Brouder, 139 Arlington St. ....	750	1898
VI.	Nellie M. Reardon, 44 Manchester St. ....	750	1899
V.	Mary F. Deacy, 51 Fern St. ....	750	1900
V.	Laura A. D. Lord, 64 Newbury St. ....	650	1902
VI.	Josephine M. McQuade, 142 Saratoga St. ....	650	1903
V.	Annie Daley, 214 Chestnut St. ....	500	1909

\*Leave of absence.

## EMILY G. WETHERBEE SCHOOL.

Newton Street.

Grade.	Name and Residence.	Salary.	Began Service.
VIII.	John F. Higgins, Master, 2 Winthrop Ave. ....	\$2,100	1901
VIII.	Mary F. Collins, 9 Winthrop Ave. ....	800	1893
VII.	Lauretta M. McCabe, 17 Margin St. ....	750	1899
VI.	Nora R. O'Neil, 320 Ames St. ....	750	1897
VII.	Ellen T. Holland, 15 Brookfield St. ....	750	1900
VII.	Katherine M. Nolan, Andover ....	750	1898
V.	Mary F. Hines, 8 Winthrop Ave. ....	650	1902
V.	Elizabeth F. Donovan, 3 Temple St. ....	650	1903
IV.	Ella M. Hayes, 9 Warren St. ....	650	1905
IV.	Margaret T. Donovan, 94 Bradford St. ....	600	1906
VI.	Gertrude F. Curtis, 320 Ames St. ....	650	1907
Asst.	Alice B. O'Connell, 59 Osgood St. ....	500	1909

## GILBERT E. HOOD SCHOOL.

(Lawrence Practice School.)

Park and Bruce Street.

Grade.	Name and Residence.	Salary.	Began Service.
	Mabel M. Mullen, Acting Master, 11 East Haverhill	\$1,000	1900
	Ella F. Eastman, Critic Teacher, 54 Berkeley St.	1,100	1880
	Annie L. O'Connor, Critic Teacher, 10 Whitman St. ....	1,100	1893
	Emma J. Greenwood, Critic Teacher, 184 Jackson St. ....	1,100	1896
VIII.	Nellie S. Winchester, 31 East Haverhill St. ....	850	1894
VII.	H. Frances McDonald, North Andover ....	850	1896
VIII.	Mary A. Mahoney, North Andover ....	850	1893
VII.	Grace L. Conlin, 10 Albion St. ....	750	1901
VI.	Laura K. Prescott, 690 Haverhill St. ....	750	1901
V.	E. Mabel Andrews, 5 Kendrick St. ....	850	1895
IV.	Ellen C. Tobin, 480 Haverhill St. ....	850	1898
III.	Ethel C. Ramsey, 293 Jackson St. ....	850	1898
I	Ada B. Locke, 177 Ferry St. ....	700	1905
Asst.	Agnes M. Finegan, North Andover ....	650	1905
Asst.	Jean U. Jeffrey, 43 Holly St. ....	500	1908

## DANIEL SAUNDERS SCHOOL.

South Broadway (Near Andover Street.)

Grade.	Name and Residence.	Salary.	Began Service.
	Julia P. Tompkins, Principal, 41 South St. ....	\$850	1866
IV.	Carrie J. Pingree, 259 Andover St. ....	750	1881

III.	Molly B. Marsh, 334 Andover St. ....	750	1895
III.	Mary H. Callahan, 69 Exeter St. ....	750	1896
II.	Jennie M. Quealy, 379 Haverhill St. ....	750	1899
II.	Margaret G. O'Brien, 23 Cross St. ....	750	1898
I.	Josephine A. Kelley, 6 Winthrop Ave. ....	750	1893
I.	Nellie S. Stackpole, 66 Abbott St. ....	750	1893
II.	Z. Alice McKenney, 245 Andover St. ....	750	1900
Asst.	Mary A. Wholey, 8 Kingston St. ....	500	1908

## UNION STREET SCHOOL.

Andover Street (Corner South Union Street.)

Grade.	Name and Residence.	Salary.	Began Service.
II.	Mary A. Kehoe, Principal, 8 Tremont St. ....	\$825	1882
II.	Sarah E. Webster, 318 Andover St. ....	750	1881
II.	Maud Vatter, 22 Albion St. ....	750	1891
I.	Grace V. Desmond, 15 Springfield St. ....	650	1902
I.	Ella M. Churchill, 11 Cedar St. ....	750	1899
I.	Margie C. Connor, 30 Osgood St. ....	750	1899
Asst.	Margaret E. Tierney, 45 Salem St. ....	650	1905
Asst.	Lillian B. Haverty, 279 So. Broadway	650	1905
Asst.	Carolyn G. Donovan, 78 Salem St. ....	450	1910

## ARLINGTON SCHOOL.

Tenney Street

Grade.	Name and Residence.	Salary.	Began Service.
IV.	Bridget A. Halley, Principal, 46 Avon St. ....	\$850	1887
IV.	Letitia Wilcox, North Andover, ....	750	1896
III.	Helen M. Bean, 54 Holly St. ....	750	1862
II.	*Grace F. Conway, 1 Tremont St. ....	750	1889
III.	Katherine W. Murray, 16 Highland St. ....	750	1898
II.	Mary M. Butler, 93 Bradford St. ....	750	1899
I.	Ellen M. Murphy, 128 Franklin St. ....	650	1904
I.	Jessie R. Brown, Auburn St. ....	650	1901
Asst.	Elsie Eastham, 13 Whitman St. ....	600	1906

\*Leave of Absence.

## PARK STREET SCHOOL.

Park Street (Between Lexington and Trenton Streets.)

Grade.	Name and Residence.	Salary.	Began Service.
IV.	Georgia Patterson, Principal, 211 Bruce St. ....	\$850	1877

IV.	Elizabeth J. Callahan, 1 Albion St. ....	750	1883
III.	Mary E. Corkhill, 244 Park St. ....	650	1901
III.	Mary L. Scanlon, 10 Lexington St. ....	650	1904
II.	Florence L. Abbott, 50 Thorndike St. ....	750	1895
II.	Agnes A. Ashe, Methuen ....	750	1898
II.	Helen S. Chubb, 149 Berkeley St. ....	750	1891
I.	Margaret M. Griffin, 19 Durant St. ....	650	1902
Asst.	Margaret G. Kennedy, 49 Willow St. ....	750	1897

## PROSPECT STREET SCHOOL.

East Haverhill Street (Corner of Prospect Street).

Grade.	Name and Address.	Salary.	Began Service.
III.	Fanny H. Stratton, Principal, 126 East Haverhill St. ....	\$800	1876
I.	Martha J. Sargent, 168 East Haverhill St. ....	750	1888
I.	Elizabeth H. Stannard, 118 East Haverhill St. ....	750	1885
II.	Nora G. Cullinane, 17 Currier St. ....	650	1903
Asst.	Anna M. O'Connell, 64 East Haverhill St. ....	550	1907
Asst.	Gertrude F. Hartwell, 167 Abbott ....	450	1910

## STORROW SCHOOL.

Storrow Street (Near Storrow Park).

Grade.	Name and Residence.	Salary.	Began Service.
V.	Hattie B. Collins, Principal, 110 East Haverhill St. ....	\$825	1876
IV.	Alice L. Trott, Howard St. ....	750	1891
III.	Margaret W. Mowat, 76 East Haverhill St. ....	750	1897
Asst.	Annie M. Fisher, 115 Newbury St. ....	650	1903
II.	Elizabeth J. Hartwig, 154 Newbury St. ....	650	1905
IV.	Helen Campbell, 19 Howard St. ....	650	1906
Asst.	Mary L. Greene, 5 Haverhill St. ....	600	1906
Asst.	Katherine A. Regan, 32 Storrow St. ....	600	1906
Asst.	Rose M. Maguire, 3 Elm St. ....	500	1909
Asst.	Ruth M. Daniels, 44 Summer St. ....	450	1910
Asst.	Maybelle Mowat, 76 East Haverhill St. ....	450	1910

## WALTON SCHOOL.

Methuen Street (Corner of Newbury Street).

Grade.	Name and Address.	Salary.	Began Service.
II.	Mary J. Shinnick, Principal, 44 Osgood St. ....	\$800	1897
II.	Nellie L. Stoddard, 86 Jackson St. ....	750	1877
I.	Bessie G. Gainey, 1 Kingston St. ....	650	1901
I.	Hannah T. Curtin, 2 Daisy St. ....	650	1903

Asst. Anastasia G. O'Brien, 53 Bennington St. ....	650	1903
Asst. Mabel J. Connor, 52 Montgomery St. ....	500	1908
Asst. Katherine B. Driscoll, 80 Kingston St. ....	500	1909

## NEWBURY STREET SCHOOL.

Corner Newbury Street and Newbury Place.

Grade.	Name and Address.	Salary.	Began Service.
IV.	Ellen L. Toye, Principal, 240 Andover St. ....	\$800	1882
IV.	Vesta E. Shackford, 61 Newbury St. ....	750	1883
III.	Enah I. Orff, 190 Bailey St. ....	650	1903
III.	Alice E. Gill, 48 Vine ....	750	1897
Asst.	Grace Sampson, 73 Myrtle St. ....	500	1908

## HARRINGTON SCHOL.

Newbury Street (Corner Elm Street).

Grade.	Name and Address.	Salary.	Began Service.
III.	Leslie Dana, Principal, 7 East Haverhill St. ....	\$800	1876
II.	Florence D. Hall, 100 Saunders St. ....	750	1884
II.	Margaret E. Loftus, 114 East Haverhill St. ....	750	1893
I.	Alicia T. Quealy, 379 Haverhill St. ....	750	1896
Asst.	Annie F. Driscoll, 80 Kingston St. ....	500	1909
Asst.	Katheryn M. Sullivan, 155 Saratoga St. ....	500	1909
Asst.	Alice Eastham, 13 Whitman St. ....	450	1910
Asst.	Ethel Neal, 164 West St. ....	500	1910

## AMESBURY STREET SCHOOL.

Amesbury Street (Corner Lowell Street).

Grade.	Name and Address.	Salary.	Began Service.
II.	Mary E. Leary, Principal, 203 Haverhill St. ....	\$800	1888
II.	Genevieve M. Tierney, 21 Tremont St. ....	750	1895
I.	Mary G. Brogan, 20 Avon St. ....	750	1897
I.	Katherine A. Twomey, 180 Park St. ....	650	1903
I.	Alicia T. Kuealy, 379 Haverhill St. ....	650	1905
Asst.	Mary Maloney, 53 Holly St. ....	500	1909
Asst.	Bessie Knapton, 24 Yale St. ....	500	1909
Asst.	Mona Shea, 35 Bevel St. ....	450	1910

## HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

Grade.	Name and Address.	Salary.	Began Service.
V.	Emma F. Hutchinson, Principal, 126 Franklin St.	\$800	1881

IV.	Josephine L. Chase, 13 Morton St. ....	750	1882
III.	Anna C. Lane, 91 Bennington St. ....	750	1895
III.	Helen G. Kennedy, 23 Wilmot St. ....	750	1896
Asst.	Nettie Murray, 334 Ames St. ....	650	1905
Asst.	Katherine F. Callahan, 112 Newton St. ....	450	1910

## CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

Grade.	Name and Address.	Salary.	Began Service.
V.	Margaret S. Brown, Principal, 181 Jackson St. ...	\$800	1899
V.	K. Agnes Donovan, 50 Bradford St. ....	650	1902
IV.	Mattie M. Hatch, 19 Wyman St. ....	750	1892
IV.	Ellen G. Dunn, 83 Cross St. ....	750	1894
Asst.	Mary P. O'Sullivan, 139 Franklin St. ....	450	1910

## FRANKLIN SCHOOL.

Franklin Street (Corner of Lowell Street).

Grade.	Name and Address	Salary.	Began Service.
III.	Caroline G. Donovan, Principal, 56 Bradford St. ...	\$800	1894
II.	Edith M. Messer, 579 Haverhill St. ....	750	1887
I.	Margaret L. Shanahan, 60 Avon St. ....	750	1896
I.	Mary E. Clifford, 355 Haverhill St. ....	650	1905
Asst.	Ina P. Washburn, 284 Broadway .....	600	1906
Asst.	Eva O'Sullivan, 29 Tremont St. ....	500	1909
Asst.	Frances T. Finegan, No. Andover .....	450	1910

## ESSEX SCHOOL.

Head of Essex Street.

Grade.	Name and Address.	Salary.	Began Service.
IV.	Annie M. Kennedy, Principal, 394 Ames St. ....	\$900	1900
IV.	Bertha E. Holtham, 67 Bodwell St. ....	650	1905
IV.	Daisy E. Stevens, 98 Auburn St. ....	650	1902
III.	*Florence E. Griffin, 56 Bradford St. ....	700	1878
IV.	Emma F. Churchill, 11 Cedar St. ....	650	1904
IV.	Lillian Holtham, 67 Bodwell St. ....	650	1903
III.	Eleanor F. Sullivan, 8 Reservoir Terrace .....	750	1900
III.	Mary G. McCabe, 18 Byron Ave. ....	650	1905
III.	Elizabeth C. Miles, 20 Pearl St. ....	600	1906
Asst.	Alice O'Leary, 426 Lowell St. ....	600	1906

## WARREN STREET SCHOOL.

Warren Street (Near Essex Street).

Grade.	Name and Address.	Salary.	Began Service.
III.	I. Mae Magoon, 26 Butler St. ....	\$350	1903
II.	Maude Gorman, 6 Royal St. ....	650	1903
I.	Lydia H. Mahoney, 165 Margin St. ....	650	1901
I.	Katherine E. Sidley, 93 Bodwell St. ....	500	1909

## LOWELL STREET SCHOOL.

Warren Street (Corner Lowell Street).

Grade.	Name and Address.	Salary.	Began Service.
II.	Mary A. Dame, Principal, 614 Haverhill St. ....	\$800	1873
II.	Anne S. Lane, 121 Butler St. ....	750	1880
I.	Cora A. Miles, 20 Pearl St. ....	650	1902
I.	Anna J. Murray, 39 Warren St. ....	750	1895

## RIVERSIDE SCHOOL.

School Street (Corner Doyle Street).

Grade.	Name and Address.	Salary.	Began Service.
II.	Florence Smith, Principal, 555 Haverhill St. ....	\$800	1885
II.	Grace E. Kingston, 58 Bellevue St. ....	750	1894
I.	Ellen L. McCartin, 50 Warren St. ....	650	1901
I.	Elsie R. Houston, 216 Broadway ....	650	1901

## WASHINGTON SCHOOL.

Manchester Street (Corner Washington Street).

Grade.	Name and Address.	Salary.	Began Service.
III.	Elizabeth F. Devlin, Principal, 70 Cross St. ....	\$825	1886
III.	Elizabeth S. McGregor, 98 Berkeley St. ....	750	1899

\*Leave of Absence.

II.	Lizzie M. Crabtree, 97 Greenwood St. ....	750	1892
II.	Sara A. White, 48 Holly St. ....	750	1897
I.	Alice V. Fitzgerald, 213 Carleton St. ....	750	1900
I.	Mabel J. Cheney, North Andover ....	750	1894
Asst.	Josephine E. Lawlor, 100 Bennington St. ....	650	1905
Asst.	Mary M. Quealy, No. Andover ....	500	1910
Asst.	Mary J. Conway, 264 Chestnut St. ....	650	1905

## OAK STREET SCHOOL.

Oak Street (Rear of Oliver School).

Grade.	Name and Address.	Salary.	Began Service.
	Anna F. Churchill, Principal, 16 Graichen Terrace,	\$825	1902
III.	Agnes E. English, 53 Holly St. ....	650	1903
I.	Alice T. Keefe, North Andover .....	750	1900
I.	Rachael H. Stannard, 118 E. Haverhill St. ....	650	1901
Asst.	Elizabeth Lawlor, 100 Bennington St. ....	650	1903
III.	Marie McDonnell, 83 Lexington St. ....	600	1906
Asst.	Margaret G. Mahoney, 7 Acton St. ....	600	1906
Asst.	Lesley Willan, 105 Greenwood St. ....	500	1909
Asst.	Jemima Prescott, 690 Haverhill St. ....	450	1910

## SPECIAL SCHOOL FOR NON-ENGLISH SPEAKING PUPILS.

Old High School Building, Haverhill Street.

Name and Address.	Salary.	Began Service.
Gertrude L. O'Connell, Principal, 59 Osgood St. ....	\$825	1903
Anna A. Murphy, 89 Bromfield St. ....	500	1905
Gertrude V. O'Sullivan, 164 Salem St. ....	500	1903
Mary G. Ferrin, 81 Lawrence St. ....	500	1908
Louise A. Bishop, 40 Phillips St. ....	500	1908
Anna A. Gens, 91 Park St. ....	500	1908
Grace M. Coveney, 411 Andover St. ....	500	1903
Elizabeth R. Sweeney, Andover .....	500	1910

## DIRECTORS OF MUSIC.

Name and Address.	Salary.	Began Service.
W. W. Keays, Melrose, .....	\$650	1875
Mary E. Mahoney, 182 Hampshire St. ....	1,100	1899
Aloyse Mahoney, 182 Hampshire St. ....	600	1910

## DIRECTORS OF DRAWING.

Name and Address.	Salary.	Began Service.
A. W. Scribner, 10 Pearl St. ....	\$1,700	1891
Annie T. McCarthy, 347 Haverhill St. ....	1,000	1902
Mary E. Looney, 21 Belmont St. ....	600	1910

## PRIMARY SUPERVISOR AND DIRECTOR OF PRACTICE.

Lelia M. Lamprey, 16 Quincy St. .... \$1,900 1883

## TEACHERS OF SEWING.

Name and Address.	Began	Salary.	Service.
Etta S. Newton, 41 Vine St.	1886	\$750	
Gertrude M. Joyce, 34 Berkely St.	1886	750	
Eleanor E. Quealy, 379 Haverhill St.	1901	650	
Mary Doyle, 32 Willow St.	1907	550	
Grace E. Holden, 61 Cambridge St.	1908	500	

*EVENING SCHOOL TEACHERS.*JOHN J. MAHONEY. *Supervisor.***HIGH SCHOOL.**

DANIEL J. ARUNDEL, Principal.

Edward S. Riley	Jeremiah Herlihy
Edward P. Morton	C. J. Sullivan
Mary A. Bailey	Ida Ryan
Arthur McCormick	Edward McAnally
Anna Mulholland	Daniel Norton
Laura Farnham	William J. Hughes
Charles Hanrahan	Walter T. Rochfort
Michael S. O'Brien	Maurice McLaughlin
Dennis E. Callahan	John Mulholland
Grace L. Conlin	Helen Sawyer
Emily Brooks	M. Elizabeth Carroll
Margareta T. O'Sullivan	

*Drawing.*

A. W. Scribner

A. L. Fulkerson

Henry Rogers

**OLIVER SCHOOL.**

JOHN C. SANBORN, Principal.

HUGH McCONNOR, Assistant Principal.

WILLIAM J. DELANEY, Assistant Principal.

GEORGE McLANE, Assistant Principal.

May Lawlor	Alice O'Leary
Elizabeth A. Reid	Margaret Griffin
Kathryn A. Twomey	Kathryne Mahoney
Arthur A. Auger	Josephine McQuade
Frances Shinnick	Mary L. Scanlon
Angelo Perez	Grace Desmond
Mary McSweeney	Agnes Donovan
Gertrude Hanrahan	Grace M. Hanrahan

## ESSEX SCHOOL.

ELIZABETH C. MILES, Assistant in-charge.

Cora A. Miles

Elizabeth Hendry

Gertrude Fox

## PACKARD SCHOOL.

LUKE J. DEVANEY, Principal.

T. H. Vincent

Frances Donovan

## TRUANT OFFICERS.

James R. McGowan, 14 Berkeley St.

Edwin J. Cate, 142 Howard St.

## SUPERINTENDENT'S CLERK.

Ida Ryan, 3 Concord St.

## CLERK IN THE OFFICE OF THE HIGH SCHOOL.

Margaret G. Buckley, 23 Clinton St.

## SCHOOL JANITORS—DECEMBER, 1910.

School.	Name.	Residence.
High and Manual Training	Andrew Dunn	21 Buswell St.
Hood and Prospect St.	Patrick Fitzpatrick	38 Trenton St.
Oliver	Michael McCarthy	55 Osgood St.
Bruce	John Dolan	34 Currier St.
Rollins	Martin Egan	6 Lexington St.
Tarbox	Michael J. Clark	82 Haverhill St.
Wetherbee	William S. Ford	533 Lowell St.
Packard	Waldo H. Lesure	5 Home St.
Saunders and Saunders Annex	William A. Summers	570 Haverhill St.
Essex and Riverside	Daniel J. Donovan	274 Salem St.
Washington and Arlington	John Scannell	7 Chester St.
Lowell St. and Warren	M. F. Donovan	446 Andover St.
Union St.	R. G. Newton	9 Merrimack View
Amesbury St. and Oak St.	Michael J. Hayes	22 Broadway Ave.
Hampshire St. and Park St.	William Butler	32 Warren St.
Harrington and Newbury St.	Thos. J. McLaughlin	52 Cambridge St.
Walton and Storrow	Martin Redmond	277 Elm St.
Special School	Michael P. Higgins	16 Berkeley St.
	John W. Carroll	290 Jackson St.
	Patrick Moran	125 Essex St.
	Daniel J. O'Sullivan	116 Park St.

## SCHOOL CALENDAR.

1910—1911.

School year commences on the Wednesday following Labor Day.

Length of school year, forty weeks.

## Vacations.

- From December 23 to January 2.
- From February 24 to March 6.
- From April 28 to May 8.

Length of Sessions

In Elementary Schools

From 8.30 A. M. to 11.15 A. M.

From 1.45 P. M. to 3.45 P. M.

In the High School

From 8.15 A. M. to 1.00 P. M.

Holidays.

New Year's Day, Washington's Birthday, Good Friday, Patriot's Day, Memorial Day, Columbus Day, Thanksgiving Day and the Friday following.

Evening Schools.

Term begins the first Monday in October.

Length of Term.

Elementary Schools, twenty weeks.

Three evenings each week.

High School, and

High School Preparatory, twenty-four weeks.

Three evenings each week.

# SCHOOL COMMITTEE FOR 1911.

REGULAR MEETINGS LAST THURSDAY IN EACH MONTH.

HON. JOHN T. CAHILL, MAYOR, *Chairman ex-officio*  
 MAURICE J. MAHONEY, *Vice Chairman*  
 BERNARD M. SHERIDAN, Tel. 100. *Secretary of the Board*

## MEMBERS.

		Term Exp.
<i>Ward 1.</i>	HUGO BEIL., 151 East Haverhill Street.	1911
	LEWIS H. SCHWARTZ, Tel. 1617. 11 Montgomery Street.	1911
<i>Ward 2.</i>	WILBUR E. ROWELL, Tel. 33, 96 Saunders Street.	1911
	CLINTON O. ANDREWS, Tel. 82, 5 Kendrick Street.	1911
<i>Ward 3.</i>	MICHAEL A. LANDERS, 15 Walnut street.	1913
	JOHN P. O'BRIEN, Tel. 1833, 217 Walnut Street.	1913
<i>Ward 4.</i>	JOHN H. BANNON, M. D., Tel. 1049, 19 Green Street.	1913
	MAURICE J. MAHONEY, Tel. 268, 182 Hampshire Street.	1913
<i>Ward 5.</i>	WILLIAM HENDRY, 17 Essex Ave.	1912
	ROBERT F. PICKELS, Tel. 1135-4. 5 Warren Street.	1912
<i>Ward 6.</i>	JAMES W. McMANUS, Tel. 1778, 291 South Broadway.	1912
	WILLIAM E. TIERNEY, Tel. 228. 4 Kingston Street.	1912

## STANDING COMMITTEES.

ADVISORY AND AUDITING—Messrs. Beil, Mahoney and Rowell.

EVENING SCHOOLS—Messrs. Andrews, Bannon, Beil, Hendry, McManus and O'Brien.

GRAMMAR SCHOOLS—Messrs. Andrews, Hendry, Mahoney, O'Brien, Schwartz and Tierney.

HIGH AND PRACTICE SCHOOLS—Messrs. Bannon, Beil, Landers, McManus, Pickels and Rowell.

JANITORS, SCHOOLHOUSES AND SANITATION—Messrs. Bannon, Landers, Pickels, Rowell, Schwartz and Tierney.

PRIVATE SCHOOLS—Messrs. Bannon, Landers, McManus, O'Brien and Schwartz.

RULES—Messrs. Mahoney, McManus, Pickels and Rowell.

SALARIES—Messrs. Andrews, Hendry, Landers and McManus.

SCHOOL FOR NON-ENGLISH SPEAKING PUPILS—Messrs. Bannon, O'Brien, Pickels, Rowell, Schwartz and Tierney.

SPECIAL SUBJECTS—Messrs. Andrews, Beil, Hendry, Landers, Mahoney and Tierney.

TEXT-BOOKS AND SUPPLIES—Messrs. Andrews, Hendry, Mahoney, O'Brien, Schwartz and Tierney.

## MIDDLE AND PRIMARY SCHOOLS.

Prospect Street, John R. Rollins, Storrorow and Walton Schools  
—Messrs. Beil and Schwartz.

Newbury Street, Harrington, Oak Street and Park Street  
Schools—Messrs. Rowell and Andrews.

Amesbury Street, Hampshire Street and John K. Tarbox  
School—Messrs. Landers and O'Brien.

Arlington, Franklin, Cross Street and Washington Schools—  
Messrs. Bannon and Mahoney.

Bruce, Essex, Lowell Street, Riverside and Warren Street  
Schools—Messrs. Hendry and Pickels.

Packard, Saunders, Union Street and Emily G. Wetherbee  
Schools—Messrs. McManus and Tierney.

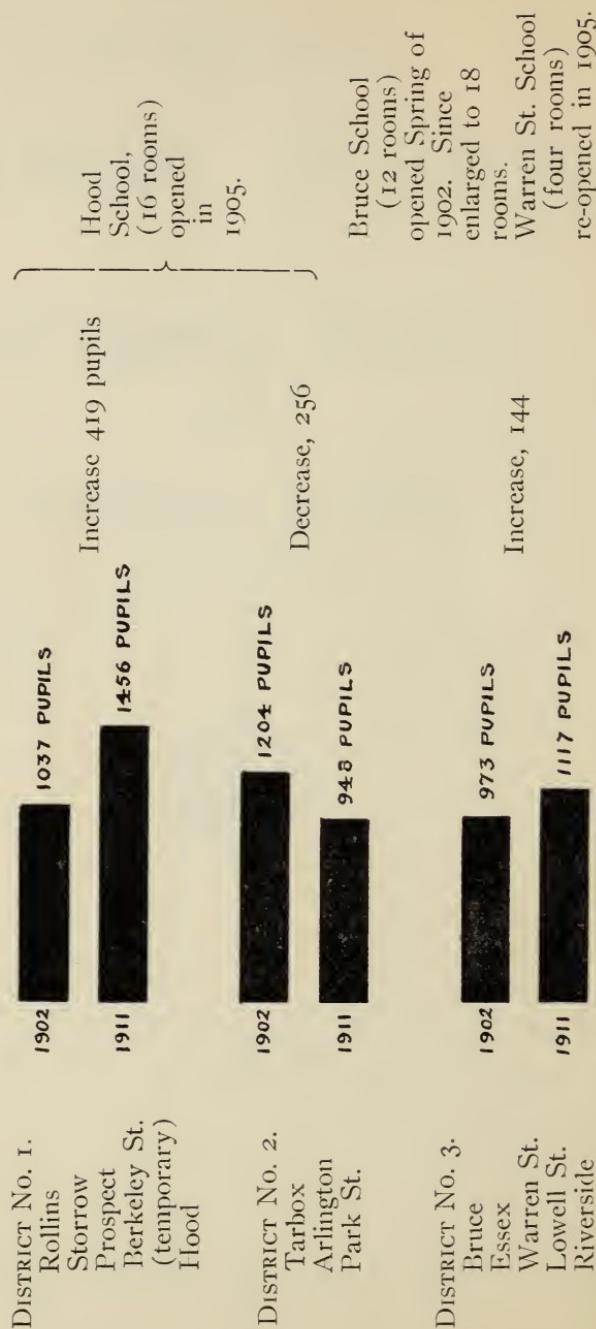


SIXTY-FIFTH  
ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF LAWRENCE  
MASSACHUSETTS



1911

This Chart Shows the Growth in the Number of Children attending the Public Schools in the Several Districts of the City since 1902, and what Provisions, if any, have been made to care for the increased number of Pupils in the Different Sections. The Chart Shows in a Striking Manner the need of a large Central Elementary School. The Chart is based on the School Membership in December.



## DISTRICT No. 4.

Wetherbee  
Saunders

1902

719 PUPILS

Decrease 162.

Five vacant

classrooms.

## DISTRICT No. 5.

Packard  
Union St.  
Breen

1902

936 PUPILS

Increase 61.

1911

997 PUPILS

John Breen School  
(16 rooms)  
opened 1911.Packard Annex  
(four rooms)  
abandoned 1910.

## DISTRICT No. 6.

Oliver  
Amesbury St.  
Cross  
Franklin  
Hampshire  
Harrington  
Newbury St.  
Oak  
Special  
Walton  
Washington

1902

1798 PUPILS

1911

2617 PUPILS

Increase 819.

Old High School  
destroyed by fire  
1910.

2617 PUPILS

Two one-room  
portables built  
1911.

# SCHOOL COMMITTEE FOR 1911

HON. JOHN T. CAHILL, MAYOR,  
MAURICE J. MAHONEY,  
BERNARD M. SHERIDAN, Tel. 100.

*Chairman ex-officio*  
*Vice Chairman*  
*Secretary of the Board*

## MEMBERS.

	Term Exp.
<i>Ward 1.</i> HUGO BEIL, 237 Essex Street.	1911
LEWIS H. SCHWARTZ, Tel. 1617. 11 Montgomery Street.	1911
<i>Ward 2.</i> WILBUR E. ROWELL, Tel. 33, 96 Saunders Street.	1911
CLINTON O. ANDREWS, Tel. 82, 5 Kendrick Street.	1911
<i>Ward 3.</i> MICHAEL A. LANDERS, 15 Walnut Street.	1913
JOHN P. O'BRIEN, Tel. 1833, 217 Walnut Street.	1913
<i>Ward 4.</i> JOHN H. BANNON, M. D., Tel. 1049, 19 Green Street.	1913
MAURICE J. MAHONEY, Tel. 268, 182 Hampshire Street.	1913
<i>Ward 5.</i> WILLIAM HENDRY, 17 Essex Avenue.	1912
ROBERT F. PICKELS, Tel. 1135-4, 5 Warren Street.	1912
<i>Ward 6.</i> JAMES W. McMANUS, Tel. 1778, 291 South Broadway.	1912
WILLIAM E. TIERNEY, Tel. 228, 4 Kingston Street.	1912

## STANDING COMMITTEES.

ADVISORY AND AUDITING—Messrs. Beil, Mahoney and Rowell.

EVENING SCHOOLS—Messrs. Andrews, Bannon, Beil, Hendry, McManus and O'Brien.

GRAMMAR SCHOOLS—Messrs. Andrews, Hendry, Mahoney, O'Brien, Schwartz and Tierney.

HIGH AND PRACTICE SCHOOLS—Messrs. Bannon, Beil, Landers, McManus, Pickels and Rowell.

JANITORS, SCHOOL-HOUSES AND SANITATION—Messrs. Bannon, Landers, Pickels, Rowell, Schwartz and Tierney.

PRIVATE SCHOOLS—Messrs. Bannon, Landers, McManus, O'Brien and Schwartz.

RULES—Messrs. Mahoney, McManus, Pickels and Rowell.

SALARIES—Messrs. Andrews, Hendry, Landers and McManus.

SCHOOL FOR NON-ENGLISH SPEAKING PUPILS—Messrs. Bannon, O'Brien, Pickels, Rowell, Schwartz and Tierney.

SPECIAL SUBJECTS—Messrs. Andrews, Beil, Hendry, Landers, Mahoney and Tierney.

TEXT-BOOKS AND SUPPLIES—Messrs. Andrews, Hendry, Mahoney, O'Brien, Schwartz and Tierney.

---

## MIDDLE AND PRIMARY SCHOOLS.

Prospect Street, John R. Rollins, Storrow and Walton Schools  
—Messrs. Beil and Schwartz.

Newbury Street, Harrington, Oak Street and Park Street Schools  
—Messrs. Rowell and Andrews.

Amesbury Street, Hampshire Street and John K. Tarbox School  
—Messrs. Landers and O'Brien.

Arlington, Franklin, Cross Street and Washington Schools—  
Messrs. Bannon and Mahoney.

Bruce, Essex, Lowell Street, Riverside and Warren Street Schools  
—Messrs. Hendry and Pickels.

Packard, Saunders, Union Street and Emily G. Wetherbee  
Schools—Messrs. McManus and Tierney.



# Report of the Superintendent of Schools.

THE LAWRENCE SCHOOL COMMITTEE.

GENTLEMEN :—

This report which I have the honor to submit forms the sixty-fifth in the series of the reports of the Lawrence School Committee and the eighth which I have prepared.

## TEN YEARS OF SCHOOL EXPENDITURE.

The fact that all but two of the thirteen members of the present School Committee will retire from office at the end of the present month means that the majority of the new Board of five elected under the new charter will be composed of men without previous service upon the Board and consequently less familiar with school facts and figures than has been the case with the continuing majorities of former Boards. I decided, therefore, that the most profitable use to which I could put this annual report, which law and custom require me to prepare, would be to present as briefly and graphically as possible the story of the last ten or a dozen years both as to the growth of the school system and the cost of maintaining it during that period. I have laid particular emphasis upon the increasing cost of the school system because I know that the incoming Board, in common with those responsible for the other municipal departments under the new charter, will have to face next year and for several years a condition of things where the strictest economy, consistent with unimpaired efficiency, will need to be enforced.

To make as clear as possible the rate at which the cost of the schools has grown, I have prepared numerous comparative tables covering in most cases ten years back, and to strengthen the impression of the more important of these, I have had them reduced to the form of charts. These tables, and particularly the charts, tell their story so plainly that I have not regarded it

either necessary or desirable to write much explanation. Only so much of this, therefore, has been set down as seemed useful in uniting the separate tables into a connected story.

In the appendices will be found the usual detailed financial reports and statistical tables and charts relating to school membership and the progress of pupils through the grades. Several of these tables appear for the first time. Particular attention is invited to the chart printed in the front of the report. This chart shows the growth in the number of public school children in the several districts of the city during the past ten years and the provisions, if any, made during that time for the proper accommodation of the increased number of pupils in the different sections. The chart furnishes, it seems to me, a very impressive argument for the need of a central elementary school building, which has often before been urged by me in the pages of these reports.

It is to be remembered in a study of school cost that besides the annual expenditure for school maintenance, which is controlled by the School Committee, there is a large additional outlay each year for repairs and alterations of school buildings and for interest on the redemption of school-house bonds. These expenditures are in other hands than the School Committee, and they do not appear in the tables or charts printed in this report, but they must be borne in mind when measuring the annual cost to the people of the public school system. For the past six years the amounts thus expended, over and above the amounts expended by the School Committee for actual school maintenance, have averaged \$58,000 a year.

#### THE OVERDRAFT SYSTEM.

One of the things that a review of the financial record of the past ten years of school administration brings out conspicuously is the steadily mounting size of the annual overdrafts. This a study of the annual appropriation and expenditure, presented in Table 1, shows to be due to the fact that while expenditures have been increasing at a rapid rate during the past

ten years the amount of the appropriation has remained nearly stationary. Thus, practically no more money was appropriated in 1911 than in 1901, while during that interval the expenditures of the department had grown nearly seventy percent. In two years only out of the twelve years included in the table (1906 and 1908) there was an attempt made by the City Council to appropriate a sum which would approximate, at least, the requirements of the School Committee. Less money was appropriated for schools during the last three years than for any other three year period in the decade under discussion.

TABLE I.

AMOUNTS APPROPRIATED AND EXPENDED FOR  
MAINTENANCE OF SCHOOLS FOR A TERM  
OF TWELVE YEARS.

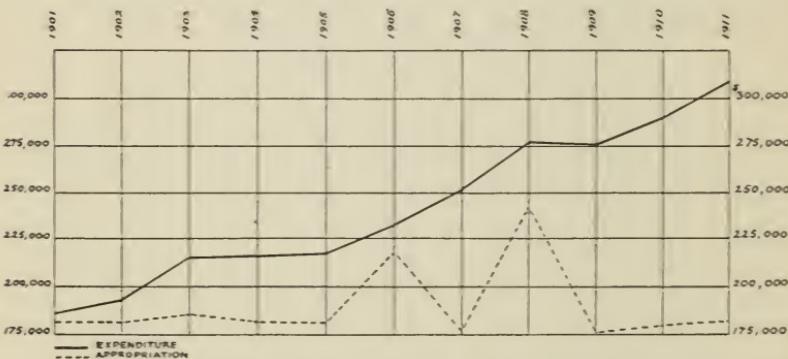
	Appropriated	Receipts	Expended	Overdraft
1900.....	\$170,000.00	\$ 44.50	\$171,253.18	\$ 1,208.68
1901.....	180,000.00	74.70	185,802.54	5,727.84
1902.....	180,000.00	32.00	193,409.19	13,377.19
1903.....	185,000.00	63.50	215,492.57	30,429.07
1904.....	180,000.00	98.75	216,146.28	36,047.53
1905.....	180,000.00	418.66	216,952.07	36,533.41
1906.....	217,000.00	435.73	229,401.61	11,965.88
1907.....	176,000.00	331.35	251,816.22	75,484.87
1908.....	241,000.00	542.05	276,246.56	34,704.51
1909.....	176,000.00	547.92	275,504.06	98,956.14
1910.....	177,850.00	561.48	289,413.41	111,001.93
1911.....	181,000.00	1182.89	308,757.35	126,574.46

Some comprehension of the total inadequacy of the appropriations may be seen in the fact that the salaries of teachers alone amounted to \$243,000 in 1911, while the total appropriation for all purposes was only \$181,000. That is, the appropriation was more than \$60,000 short of the amount required to meet

the teachers' pay-roll alone, leaving nothing with which to pay janitors (\$21,000), or buy fuel (\$14,000), or purchase books and supplied for pupils (\$13,000); or to meet the salaries of the superintendent, truant officers and clerks, or the hundred and one other items of necessary expense. If the school committee in 1911 had shut down the high school altogether, closed all the evening schools, and dismissed a hundred teachers, it would still have been obliged to overdraw the appropriation which was allotted to the schools in 1911.

### CHART I.

#### APPROPRIATIONS AND EXPENDITURES FOR ELEVEN YEARS.



This chart shows how inadequate the appropriations have been, and explains the reason for the large overdrafts in recent years. The appropriation for 1911 was only \$1000 more than for 1901.

I have expressed in previous school reports my opinion of this overdraft system not only as a very unbusinesslike practice but also as one inviting extravagance. I simply wish to reaffirm here my conviction that any department which from the very beginning of the municipal year is foredoomed to an overdraft of large dimensions is not receiving encouragement to be economical. There is some satisfaction for a board to try to live within the bounds of a reasonable appropriation. But when it becomes im-

possible for a department to live within, or anywhere near, the amount of money appropriated for its use without paralyzing the work of that department, the very hopelessness of the situation is bound, it seems to me, to cause, sooner or later, a lessening of the sense of responsibility and a consequent letting down of interest in the financial end of the problem.

This is the condition that I believe has gradually come about in the school department. Overdrafts are the expected thing. They grow larger and larger every year. In ten years they have amounted to considerable more than half a million dollars. Nobody blames the school committee for these overdrafts because everybody knows the appropriations were insufficient from the first. Besides, school committees are aware that they possess certain state-derived powers in the expenditure of money for schools, which city governments cannot interfere with. Then, too, school committees are spared a great deal of public criticism because of the popular notion that every dollar spent for the schools is well spent. This, to be sure, is only a superstition. Money can be wasted in the school department as well as in any other department. Nevertheless, the popular idea that the schools cannot spend too much money, that the more money the schools spend the better they are, and that every dollar spent upon them was necessary to be spent, has shielded school committees from much of the public criticism that other municipal boards are compelled to undergo, the fear of which forms the most salutary single influence toward efficiency in municipal administration.

All these things taken together have brought the school department to the place where an annual budget is no longer prepared, where definite policies of curtailment or of expansion are never discussed, and where, with the exception of the two or three men who sign the pay-rolls and audit the monthly bills, no member of the board has the faintest idea of what the schools are costing the people.

The new city council, under the new charter, ought to be able to manage better the appropriation business. The small school board, can, if it will, scrutinize closely every item of expenditure. Both of these conditions, I believe, are fundamen-

TABLE II.  
SHOWING THE TOTAL EXPENDITURE AT INTERVALS OF THREE YEARS SINCE 1902  
AND THE PERCENTAGE OF THE TOTAL EXPENDITURE FOR EACH OF THE  
FIVE PRINCIPAL ITEMS.

	1902.	1905.	1908.	1911.
1. Salaries of Teachers Percent of Total Expenditure.	\$148,487.00 76.77%	161,375.80 74.39%	\$208,305.00 75.47%	\$243,125.20 78.74%
2. Operation of School Plant. Percent of Total Expenditure.	\$24,529.72 12.68%	\$33,610.95 15.49%	\$37,644.50 12.54%	\$37,701.82 12.21%
3. Books and Supplies. Percent of Total Expenditure.	\$12,397.02 6.41%	\$12,544.15 5.78%	\$15,703.81 5.60%	\$12,993.08 4.21%
4. Administration. Percent of Total Expenditure.	\$5,100.00 2.50%	\$6,066.66 2.80%	\$7,008.01 2.75%	\$8,039.00 2.60%
5. Miscellaneous. Percent of Total Expenditure.	\$2,895.45 1.64%	\$3,354.51 1.54%	\$6,895.23 3.55%	\$6,898.25 2.24%
	\$193,499.19	\$216,952.07	\$276,246.55	\$308,757.35

tal to a satisfactory administration of the finances of the school department, and we shall never get anywhere without them. They have a very strong bearing, too, on the efficiency of the schools. The right kind of budget making involves a searching study of school needs, a thoughtful balancing of the claims of a score of school activities, and a careful comparison of cost in every department of school work. School committees in the past have not done enough of this sort of thing. But in it lies the secret of school efficiency,—the getting of the largest possible educational return out of every dollar expended.

#### ANALYSIS OF EXPENDITURE FOR TEN YEARS.

Table 2, opposite, gives the total expenditure for the support of schools at intervals of three years since 1892, and the percentage of total expenditure devoted to the five principal items.

These are:

1. Salaries of Teachers.
2. Operation of the School Plant.
3. Books and Supplies.
4. Administration Salaries.
5. Miscellaneous.

The expense of operating the school plant includes the salaries of janitors and the cost of fuel, light, and power. Janitors' supplies have not been included here, as they properly should be, because prior to 1907 an account of these was not kept separate from that of general supplies.

Administration salaries include the salaries paid to the superintendent, the three truant officers and the clerks employed in the school department office.

The miscellaneous expenses include such items as rent, expense of team, graduation expense, furniture and fixtures, telephones, printing, postage, freight, express and carting, school census, high school clerk, and similar unclassified items.

Chart No. 2 shows the apportionment of these five items of expenditure, expressed in percents, for every year since 1900, and supplements the figures of Table 1.

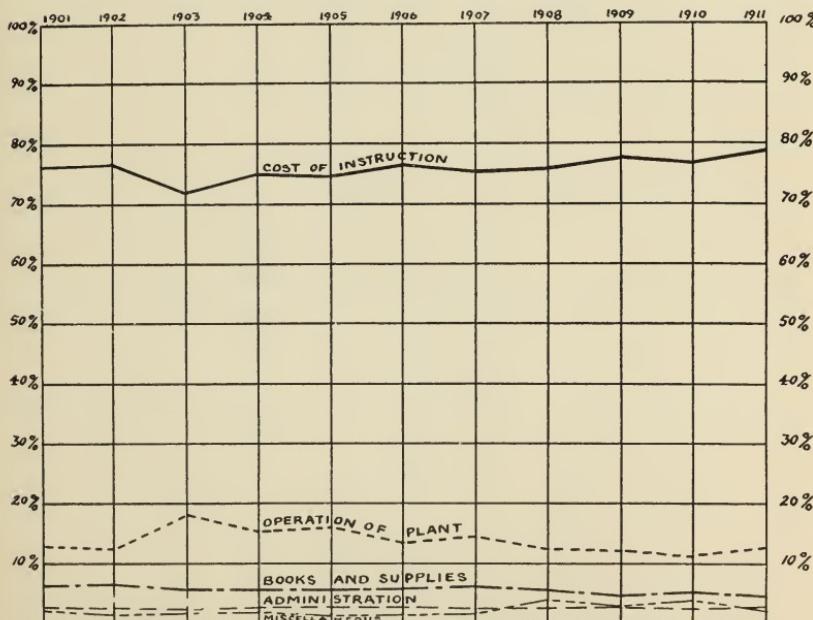
TABLE III.  
COST OF THE SCHOOLS EVERY THIRD YEAR SINCE 1902.

	1902.	1905.	1908.	1911.
I.				
1. Total Cost.....	\$193,409.19	\$216,952.07	\$276,246.55	\$308,757.35
2. Average No. Pupils.....	7,325	7.95	8.065	8.415
3. Average Cost Per Pupil.....	\$26.43	\$27.29	\$34.23	\$36.69
4. Percent of Increase over 1902.		3%	29%	38%
<hr/>				
ANALYSIS OF THE TOTAL COST.				
I.				
Instruction .....	\$148,487.00	\$161,375.80	\$208,305.00	\$243,125.20
Instruction per Pupil.....	20.29	20.29	25.83	28.89
II.				
Operation of School Plant. ..	\$24,529.72	\$33,610.95	\$37,644.50	\$37,701.82
Operation of School Plant per Pupil .....	3.35	4.22	4.66	4.48
III.				
Books and Supplies.....	\$12,397.02	\$12,544.15	\$15,703.81	\$12,993.08
Books and Supplies per Pupil.	1.69	1.58	1.94	1.54
IV.				
General Administration.....	\$5,100.00	\$6,066.66	\$7,698.01	\$8,039.00
General Administration per Pupil .....	.70	.77	.95	.96
V.				
Miscellaneous .....	\$2,895.45	\$3,354.51	\$6,895.23	\$6,898.25
Miscellaneous per Pupil.....	.40	.43	.85	.82

An examination of this table and the corresponding chart shows that the first two items, salaries of teachers and operation of plant, consume annually about ninety percent of the whole amount expended. The remaining ten percent is distributed among the items of administration salaries, books and supplies, and the unclassified expenses.

CHART II.

SHOWING THE APPORTIONMENT OF THE SEVERAL ITEMS OF SCHOOL EXPENDITURE, EXPRESSED IN PERCENTS.



None of these items shows much relative fluctuation during the ten year period. Their actual increase, however, can be more exactly shown upon the basis of the per capita cost of each of them as worked out in Table 3. The cost here is based upon the average number of pupils in the day schools. Here again the data is not exact, for the reason that the total expenditure includes

the cost of evening and vacation schools, while the pupils in these have not been counted. Since, however, a separate account of evening school costs was not kept previous to 1907, when the new system of accounting was introduced, it is impossible for the purpose of comparison throughout the whole period we are studying to use anything but a single basis. Later on in the report will be found the per capita cost for day schools, separate from that of evening and vacation schools.

Comparing 1902 with 1911, we find the per capita cost to be as follows:

	1902.	1911.
Instruction per pupil.....	\$20.29	\$28.89
Operation of Plant per pupil....	3.35	4.48
Books and supplies per pupil....	1.69	1.54
Administration per pupil.....	.40	.96
Miscellaneous per pupil.....	.40	.82
 Total per capita.....	 \$26.43	 \$36.69

In Table Two we find that the last three items, books and supplies, administration, and the unclassified expenses, taken together, comprised 10½ percent of the total expenditure in 1902, 10 percent in 1905, 12 percent in 1908, and 9 percent in 1911.

In Table Three we find these same three items using up \$2.79 of the \$26.43 spent for each child in 1902, \$2.78 of the \$27.29 spent for each child in 1905, \$3.74 of the \$34.23 spent for each child in 1908, and \$3.31 of the \$36.69 spent for each child in 1911.

#### BOOKS AND SUPPLIES.

The cost of books and supplies has not varied much either in gross or per capita, during the past ten years. During that time the lowest annual cost was \$1.43 per pupil and the highest was \$1.94 per pupil. The cost, of course, differs in the different grades. In the last four years the cost of books for each high school pupil has averaged \$3.77 a year, for each grammar school pupil \$1.27, and for all other day schools 77 cents per pupil. The percent increase for 1911 over 1902 is only 8 percent.

### COST OF ADMINISTRATION.

Since 1902, the salary of the superintendent has been increased \$500, one additional truant officer has been elected, and the salaries of the two others raised, making a total increase of \$2000. In addition, two clerks have been appointed to assist in the largely increased office work, where none was employed ten years ago. These items have increased the expenses for administration about 35 percent in ten years.

### THE MISCELLANEOUS ACCOUNT.

The miscellaneous account, it will be noticed, has doubled in size since 1902. This is the account against which is charged such items as cannot be properly distributed among any of the other four departments of expenditure. The method of book-keeping followed in 1902 did not make any definite classification of the items charged to this account for that year, and it has been impossible, therefore, to secure a sufficiently accurate basis for the comparison which I hoped to make with the present year. The following principal items under this head in 1911 indicate the nature of the expenditures which are charged to this account. Some of these items, like that of the salary of the high school clerk and the cost of school telephones, have been added since 1902. Some others, like that of fitting up class rooms, are extraordinary expenses which are now and then incurred. The particular charge this year of nearly \$650 for fitting up two class rooms in the high school should not have been made against the school appropriation at all, as it was in no sense an item of school support. All of the items in the miscellaneous account have, of course, grown materially larger since 1902, and the sum of the items is relatively so small, that an increase of a few hundred dollars here affects noticeably the percent of increase.

#### MISCELLANEOUS ITEMS, 1911.

Rent, .....	\$1000.00
Printing, .....	1147.55
School Census, .....	752.25

Team, .....	261.89
Graduations,	
Day, .....	616.61
Evening, .....	162.95
Express, Freight and Mail, .....	202.39
High School Clerk, .....	480.00
Teaming, .....	111.70
Architect's Plans, .....	180.00
Window Glass in High School, .....	125.00
Furniture and Fixtures, .....	176.05
School Telephones, .....	393.25
Fitting up High School Rooms, .....	646.33
Sundry Expenses, .....	265.83

### OPERATION OF PLANT.

The cost of operation of the school plant is the second largest item of school expenditure, and costs more per pupil than the combined cost of the three items we have just been studying. It includes the salary of the school janitors, the cost of fuel, and of light and power. It consumes on the average about  $12\frac{1}{2}$  percent of the total expenditure.

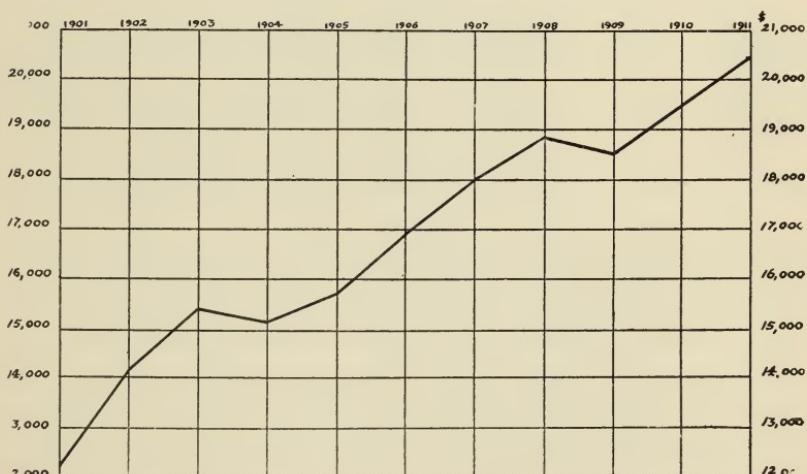
The cost of fuel has fluctuated considerably during the last ten years, rising to an abnormal figure in 1903, the year of the memorable coal strike. In 1902 our coal bill was a little over eight thousand dollars. In 1903 it was nearly twenty-four thousand dollars. The effect of this unusual expense is seen in the abrupt rise in the line representing the operation of plant in Chart 2. The annual cost of coal has since gradually decreased until it now averages a little more than \$13,000 a year.

The cost of light and power has been increased with the expansion of the evening school system, the opening of the new buildings lighted by electricity and ventilated by motor-driven fans, and the gradual equipment of the older buildings with electric light. In 1902 light and power cost 25 cents for every pupil in the average membership of the day schools. In 1911 the cost was 33 cents per pupil.

The decreased cost of the coal supply has been offset since 1902 by the increased cost of janitor service by reason of a higher and more equitable schedule of salaries for this work established midway in the period we are discussing. Chart 3 shows the line of increase for day school janitors from a little over \$12,000 in 1901 to nearly \$21,000 in 1911. In 1901, nineteen men were regularly employed, and two were employed on part time taking care of rented quarters. In 1911 there were twenty-three men regularly employed.

### CHART III.

Payrolls of Day School Janitors for a Period of Eleven Years.



The Janitors' Payrolls have increased from a little over \$12,000 in 1901 to nearly \$21,000 in 1911.

### COMPARISON OF JANITORS' WAGES—1901 and 1911.

	1901.	1911.
Highest weekly wage.....	\$18.00	\$25.50
Lowest weekly wage.....	10.00	12.00
Average weekly wage.....	14.34	17.30
Percent Increase, 20.6%		

## COST OF INSTRUCTION.

The four departments of expenditure which we have so far been examining (operation of plant, books and supplies, administration, and unclassified items) use up together about one-fifth of the amount spent for the support of schools. In 1902, they used up a little more than 23%, and in 1911 a little more than 21% of the total expenditure. Practically four-fifths, therefore, of all

Table 4.

TEACHERS' PAY ROLL FOR FIVE YEARS.  
EVENING SCHOOLS.

	1907	1908	1909	1910	1911
January.....	\$2,009.50	\$2,663.50	\$2,366.00	\$2,065.16	\$1,816.16
February.....	2,452.00	2,139.50	2,350.00	2,848.86	1,825.15
March.....	.....	.....	.....	.....	1,465.37
October.....	1,566.50	2,486.50	2,200.66	1,446.49	2,282.16
November.....	2,224.00	2,402.00	2,188.16	1,820.16	2,314.16
December.....	2,192.00	2,134.50	2,147.66	1,817.66	2,305.66
Total .....	\$10,444.00	\$11,826.00	\$11,252.48	\$9,998.33	\$12,008.67

the money goes to pay the salaries of teachers. In 1902 about seventy-seven cents out of every dollar went to teachers' salaries (see Table 2) and in 1911 about seventy-nine cents out of every dollar were thus expended. In 1902, out of a total per capita cost of \$26.43 for each pupil in the average membership of the day schools (see Table 3) \$20.29 was for teachers' salaries. In 1911, \$28.89 of the \$36.69 spent for each child went to pay the salaries of teachers.

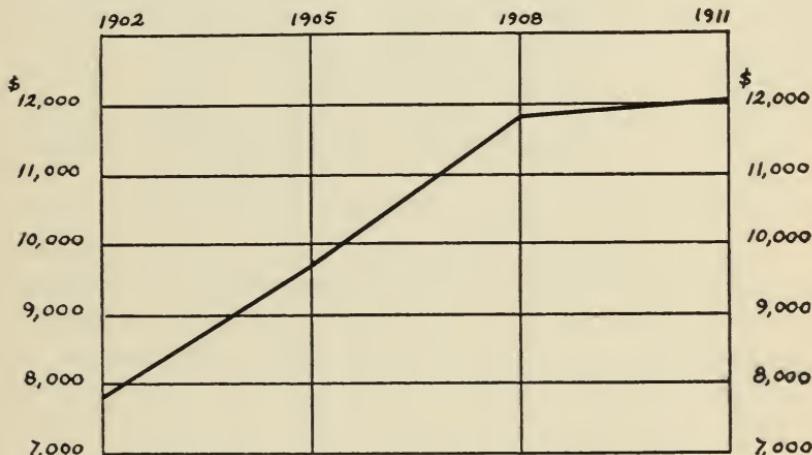
## COST OF EVENING SCHOOL INSTRUCTION.

In 1902, the evening school salaries (see Table 4 and Chart 4) amounted to \$7800, or about 5% of the \$148,000 spent for salaries that year. In 1912, evening school salaries amounted to \$21,000, or a little less than 5% of the \$243,000 spent for teachers' salaries. While, therefore, there has been in ten years an increase of about 50% in the evening school payroll, and as

high as 67% in the evening high school payroll, due to the great expansion of evening school work during the past ten years, the evening school payrolls in 1911 consumed a smaller proportion of the whole salary account than they did ten years ago.

#### CHART IV.

Evening School Payrolls Since 1902 at Intervals of Three Years.



The Evening School Payrolls have increased from less than \$8000 in 1902 to more than \$12,000 in 1911, an increase of over 50%. The Even-High School payroll shows an increase in the same time of 67%.

Chart 5 tells the story of the increase in the amount paid for teachers' salaries in the day schools during the past five years. The line indicates the amount of the monthly payroll, and is seen to rise from \$16500 a month in the beginning of 1907 to \$24000 a month at the close of 1911. The abrupt rise in the line in 1907 and 1910 is due to the adoption of higher salary schedules which became effective in September of those years. Every September sees an increase in the amount of the payroll, even if the number of teachers has not increased, because of the automatic action of the salary schedule, which is especially felt at the beginning of September, because that is the time of year when a large number of teachers pass on to a new, and more highly paid, year of service.

Table 5.

TEACHERS' PAY ROLLS FOR FIVE YEARS.  
DAY SCHOOL.

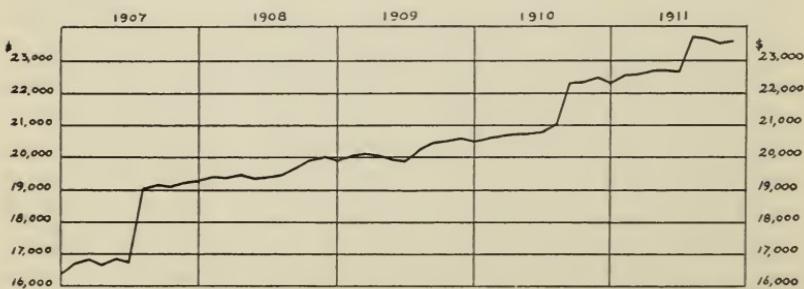
	1907	1908	1909	1910	1911
January.....	\$16,441.00	\$19,352.24	\$19,962.50	\$20,490.00	\$22,335.00
February.....	16,754.74	19,466.75	20,006.00	20,551.50	22,530.25
March.....	16,817.00	19,444.01	20,079.50	20,667.50	22,566.00
April.....	16,679.00	19,510.49	20,010.75	20,707.50	22,671.25
May.....	16,824.49	19,426.00	19,977.50	20,708.13	22,695.70
June.....	16,792.50	19,428.00	19,955.50	20,763.25	22,681.80
September.....	19,029.75	19,518.00	20,265.00	21,049.38	23,699.13
October.....	19,194.26	19,740.24	20,465.37	22,295.99	23,663.00
November.....	19,172.00	19,964.13	20,466.25	22,371.00	23,523.38
December.....	19,262.25	20,016.25	20,525.75	22,452.00	23,561.62
Totals.....	\$176,966.99	\$195,866.11	\$201,714.12	\$212,056.25	\$229,927.13

## SALARIES IN 1901 AND 1911 COMPARED.

Table 6 presents an interesting comparison between the rate of salaries paid teachers in the elementary schools in 1901 and 1911. There we see that in 1901 the largest group of teachers was paid \$500, while today the largest group receives \$750. In 1901, only twenty-three teachers out of the 201 employed (11% of them) were paid as much as \$600 a year and nobody received more than that. Now one hundred seventy-four (66% of them) are paid as much as \$600, all but four of that number receiving more than that amount.

## CHART V.

## Day Teachers' Monthly Payrolls For Eleven Years.



The day teachers' monthly payroll has increased from about \$16,500 a month in 1901 to \$24,000 in 1911.

The average salary of the class room teacher (principals not counted) was \$503.82 ten years ago. Today it is \$670.51, an increase of 33 1-10% in ten years.

Table 6.

## ELEMENTARY SCHOOL SALARIES IN 1901 AND 1911.

(Including salaries of principals.)  
Comparative Table.

1901 Salary.	Number Receiving.	1911 Salary.	Number Receiving.
\$400	41	\$400	0
450	24	450	9
500	90	500	33
550	19	550	16
600	23	600	4
...	..	650	16
...	..	700	53
...	..	750	86
...	..	800	7
...	..	850	9
...	..	900	1

## Average Salary of Class Room Teacher.

(Principals not counted.)

In 1901.....\$503.82

In 1911.....\$670.51

Percent Increase 33.1%.

## INCREASE IN NUMBER OF TEACHERS.

Another cause than higher salaries of teachers has been steadily operating, particularly in the last four or five years, to increase both the gross and the relative cost of instruction. This has been the large increase in the number of teachers employed,

Table 7.  
TABLE SHOWING THE NUMBER OF PUPILS IN THE  
ELEMENTARY SCHOOLS IN DECEMBER OF EACH YEAR, AND THE NUMBER OF CLASS-  
ROOM TEACHERS EMPLOYED.

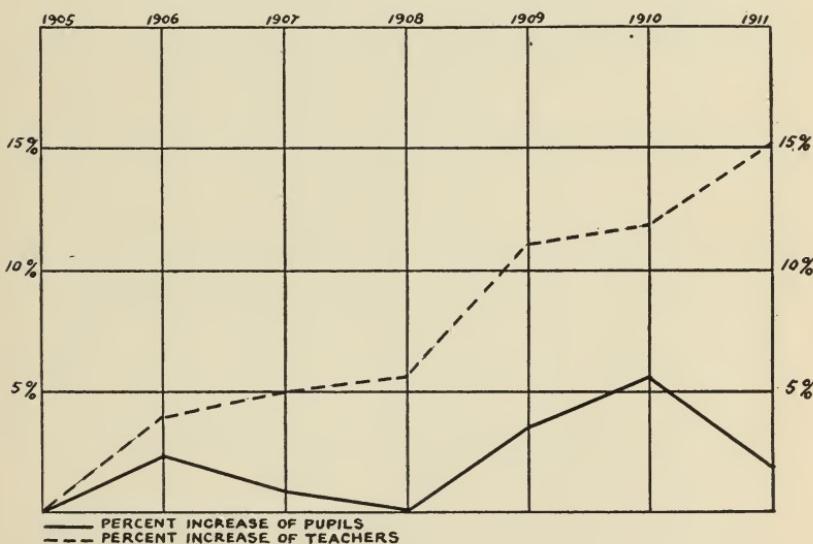
Pupils'	1905	1906	1907	1908	1909	1910	1911	Pupils'
Percent Increase over 1905.	7551	7733	7615	7551	7816	7968	7722	Percent Increase over 1905.
—	—	—	—	.8%	0%	3.5%	5.5%	2.2%
1905.	2.4%	decrease						2.2%
Teachers'	229	238	241	242	254	256	264	Teachers'
Percent Increase over 1905.	—	—	—	—	—	—	—	Percent Increase over 1905.
1905.	3.9%	5%	5.6%	5.6%	11%	11.8%	15.2%	15.2%

which has been out of all proportion to the increase in the number of pupils.

In Table 7 a comparison is made between the growth in the number of teachers and the growth in the number of pupils. There it will be seen that while in the last seven years the number of

#### CHART VI.

Showing the Increase in the Number of Teachers and in the Number of Pupils in the Grades Since 1905.



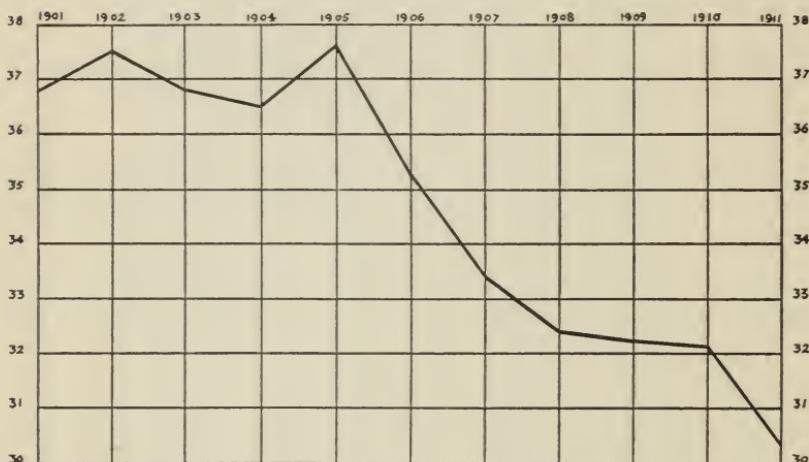
The chart shows that while the number of pupils in the grades has increased but slightly since 1905, the number of teachers has increased much more in proportion. Comparing 1911 with 1905, the number of teachers has increased seven times as fast as the number of pupils.

pupils in the grades has increased only  $2\frac{2}{10}$  percent, the number of classroom teachers in the same time has increased over 15 percent. That is, since 1905 the number of teachers has increased seven times as fast as the number of pupils. Chart 6 brings out this fact very clearly. The unexpected falling off in the number of pupils during the present year makes the divergence of the lines more marked than would otherwise have been the case. Still,

no normal increase of pupils this year would have kept pace with the number of teachers added to the force.

### CHART VII.

The Average Number of Pupils Per Teacher in the Grades  
in December For a Series of Ten Years.



The average number of pupils per teacher has steadily been falling since 1906. In December 1911 it was only 30.5.

The effect of this steady enlargement of the teaching force in the face of a membership only slightly growing, and this year actually lessening, has been, of course, to push the number of pupils taught by each teacher to a still lower average than the low average which has existed in Lawrence for several years, and to raise considerably the per capita cost of teaching.

Chart 7 reveals the tendency toward a smaller and smaller average number of pupils since 1906.

In my report for that year, commenting on what I considered a pretty low average of pupils per teacher, for a city like Lawrence, and considering the then low wages paid to the teachers, I wrote:

"The tendency in modern public school education is, of course, in the direction of smaller classes, and I should be the last to advocate their increase purely as an educational policy. It is a question, however, if Lawrence has not gone as far in this direction as it can afford for the present. It may not be improbable that the presence of a large waiting list of Lawrence girls has sometimes been an undue stimulus to the appointment of teachers, and so generously have assistants been assigned, that it is customary now when an enrollment passes forty, for teachers to display unmistakable symptoms of distress. Just now, when there is momentary scarcity of unassigned teachers might be a favorable time to discuss the matter fully, and fix certain limitations which might result in a considerable saving without affecting in any noticeable degree the efficiency of the teaching."

Quoting from the report of the National Educational Association on "Education as Related to Taxation" which had been published the year before, I said:

"The best authorities confirm the opinion that not less than thirty-five nor more than forty-five should be assigned to one teacher. If the number of pupils to any teacher in any school system falls below the number of pupils on the average who can be effectively taught, *the result will be to increase the number of teachers who participate in the distribution of the wage fund, and thus inevitably decrease the amount of the wage fund that each teacher will receive.* It is believed, too, that the unnecessary increase in the number of teachers while operating to reduce teachers' salaries, also operates by a well-known law in the direction of decreasing the efficiency of the teaching body in such a system."

#### AVERAGE NUMBER OF PUPILS PER TEACHER DECREASING.

That was in 1906. The average number of pupils to a teacher was then 35.2. Before the next December (owing chiefly to a falling off in the number of pupils) the average number had fallen to 33.4. In my report for 1907, upon the subject of the cost of instruction, I remarked:

"Last year I called your attention to the fact that the average number of pupils per teacher in the elementary

schools was 35.2, while the average number of pupils in most of the cities of Massachusetts was about forty, and I offered this as one of the reasons for the relatively high per capita cost of the Lawrence schools. This year the ratio of pupils to teachers is 33.4, a further decrease of one pupil per teacher.

"There is opportunity to economize in this direction without in any way affecting the efficiency of the teachers' work. Lawrence cannot yet afford to have such small classes."

A still further falling off in the number of children, unaccompanied by no proportional reduction of the number of teachers brought the average number of pupils per teacher in December of 1908 a full point lower, to 32.4. At that point I was moved to write at considerable length upon the matter, the gist of which was as follows:

"It is a very proper question it seems to me, to ask whether a city like ours can afford to maintain such a low average of pupils per teacher with due consideration to the claims of economy, and in full justice to the needs of the school system along other very important, but as yet undeveloped lines.

"There are local conditions here and there which have tended to perpetuate this low average of the pupils to a teacher, as in small buildings where every one of the rooms is too small by itself, but which in combination with another of the same grade would result in too large a class. This difficulty would be easier to overcome in a large school where there are more than two rooms of the same grade. There is no real reason, though, why even in the first instance there should not be an occasional combination effected from which the saving of a room might result. There is no law, statutory or pedagogical, that forbids the teaching in the same room of pupils of two different grades. Indeed, the custom to do so appears to be universal in other Massachusetts cities. Lawrence has not a single class of the kind. I would not favor the idea of making any such plan general, but there is no reason, apart from consideration arising from the point of view of the teacher's comfort and convenience, why such an arrangement should not occasionally be applied, wherever it is possible thereby to save the whole salary of a teacher.

"I am quite sure that there could be traced a direct line of connection between the low average of pupils per teacher in Lawrence, (clearly lower than that in any Massachusetts

city of its size and character) and the presence of a semi-annually renewed list of unassigned teachers, residents of Lawrence and graduates of our Practice School, eagerly hoping, if not diligently seeking, to secure an early appointment to the teaching staff. Any effort, therefore, to raise the average size of classes will receive no encouragement from these unassigned teachers or their friends. Nor is any great encouragement in this regard to be expected from the teaching body itself. It is natural for teachers to want small classes, though, as a matter of fact, the most capable ones make the least fuss over large classes. The less efficient ones are the ones that want small classes. Otherwise they say, they cannot do individual teaching. The argument in their case is a specious one. As a matter of fact there is no more real individual teaching going on today in a room of twenty-five pupils than in one of forty pupils. Individual teaching, as it is conceived by the best teachers nowadays, is characterized by the fact that every individual pupil in a class 'is working himself, actively, independently, intelligently, according to his ability and with a full sense of responsibility,—the consciousness that he, and he alone, must do the work before him: that he, and he alone, will get the credit and all the benefits arising from the work he does; that he, and he alone, will suffer the consequence of any failure or weakness on his part.' I must confess there is yet very little of this kind of individual work going on in our schoolrooms. Certainly there is no more of it where the classes are small than where they are comfortably filled.

"I am not making this plea for enlarging the average size of our classes, in order to spend less money on our schools than we are spending now. I want to have more money spent. But I want it to be spent to the best advantage and along lines of greatest need. I should be glad to see no more than twenty-five pupils assigned to a teacher. But I want to see some other things first. I want to see classrooms enough provided so that classes crowded with fifty and sixty pupils may be entirely eliminated. I want to see all of our classrooms, and particularly those where our little children sit, better lighted, better ventilated, better kept; with better floors and brighter walls; with seats and desks that do not torture the growing body. I want to see in every grammar school a manual training room, fitted out with benches and tools and a corresponding room in which the older girls may be taught the science of housekeeping. I want to see some

real attention paid to the health and physical development of our children, not merely by the more or less negative agencies of medical inspection and the removal of unhygienic conditions, but by real constructive work, through the agencies of regular physical training and games, with proper equipment and instruction. These are a few of the things that I want to see first. When they will have arrived, we can turn the channel of our resources in the direction of smaller classes, though for years to come we shall hardly be able to reduce the average much lower than it now is. But every unnecessary dollar that we spend for teaching postpones the arrival of the good things I have above enumerated. I have dwelt at considerable length upon this topic of the relation of high cost of instruction to the size of classes because it is the one point at which the Department can economize with not only no appreciable loss to the child, but to his decided advantage, as I have just pointed out."

#### LOW POINT REACHED THIS YEAR.

My printed reflections upon the subject in the three successive reports, from which I have quoted, bore so much fruit that the average number of pupils per teacher continued steadily to diminish, until now (December 1911) it has reached the low point of 30.5.

Table 8 gives the average number of pupils per teacher in most of the Massachusetts cities. With the possible exception of the city of Holyoke (from which the figures for 1911 could not be obtained at this time) Lawrence has the lowest average number of pupils to a teacher in the twenty-four cities represented in

TABLE 8.

Average Number of Pupils Per Teacher.  
(In December, 1911.)

Boston, . . . . .	42.2	Worcester, . . . . .	38.3	Springfield, . . . . .	34.5
Somerville, . . . . .	42	Lynn, . . . . .	37.6	Newton, . . . . .	33.9
Woburn, . . . . .	42	Lowell, . . . . .	37	Malden, . . . . .	33.5
New Bedford, . . . . .	40.6	Newburyport, . . . . .	36.4	Chicopee, . . . . .	33
Fitchburg, . . . . .	40	Marlboro, . . . . .	36.1	Fall River, . . . . .	32.3
Cambridge, . . . . .	39.7	Brockton, . . . . .	35.4	Salem, . . . . .	32
Everett, . . . . .	39.7	Haverhill, . . . . .	35.3	Lawrence, . . . . .	30.5
Quincy, . . . . .	39.6	Waltham, . . . . .	34.7	Holyoke, (1910)... . . . . .	30.4

the list. It is only fair to state, however, that if the membership in the schools had not fallen off to such an extent at the beginning of the present school year, the average would probably not have fallen much lower than it was in 1910.

Here is another way of presenting the situation:

54 rooms have less than 30 pupils.

98 rooms have over 30 but not over 40.

Only 12 rooms have over 40, taught by one teacher.

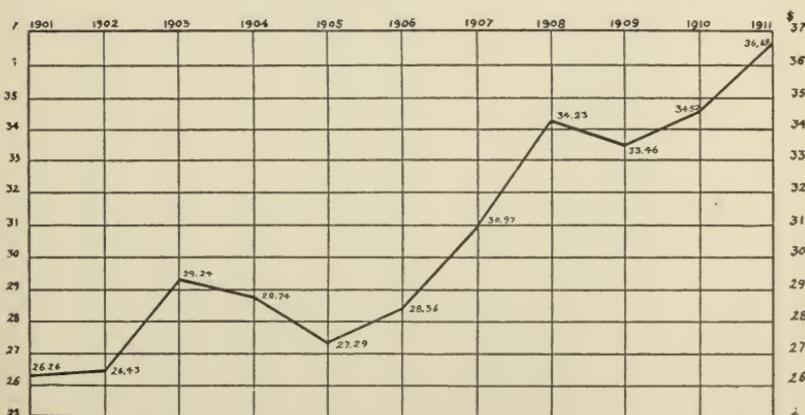
32 rooms over 45 are taught by two teachers.

#### EFFECT OF THIS ON THE PER CAPITA COST.

The excessive cost of teaching in Lawrence has had the tendency to drive the per capita cost of the schools to an abnormal figure, without securing to the pupils the benefits that usually go with high per capita expenditure. Thus Chart 8 shows the per capita cost for 1911, found by dividing the entire expenditure by

#### CHART VIII.

Showing the Per Capita Cost of the Schools For a Period of Ten Years.



the average membership in the day schools, to be \$36.69, an increase of 38% over ten years ago. This method of reckoning the per capita cost is not a fair one, because no account is taken in

the process of the evening school pupils. Evening school expense is included, but the pupils in them are not. So we really are distributing among the day school pupils, in addition to the day school cost, expenses incurred by another set of pupils who are not counted. But for the comparative tables and charts in this report it has been necessary to use this method, since prior to five years ago no separate account was kept of evening school expenditures, and the per capita cost was always figured upon the basis of the number of pupils in the day school membership. Excluding evening and vacation school expense, the per capita cost in 1911 for each pupil in the average membership of the day schools was \$35.11.

This is a high figure, considering what the pupils get for the money. This is brought out pretty conclusively when one compares the per capita cost of the day schools of other Massachusetts cities, some of which, if not all, give a broader training to their pupils than Lawrence does. Here are some of the figures for 1910:

Worcester, .....	\$35.62	per capita
Springfield, .....	34.18	" "
Lynn, .....	32.32	" "
Lowell, .....	31.86	" "
Cambridge, .....	31.86	" "
New Bedford, .....	31.79	" "
Somerville, .....	29.77	" "

Lawrence spent this year more money per pupil in the day schools than Springfield spent upon hers last year, and only a half a dollar less per capita than Worcester did last year. When one stops to think of the advantages which these two cities offer their children in their broadened course of study, with their kindergartens, manual training and cooking, physical training, special classes for atypical children, and their expensive high school systems attended by a much larger proportion of the school population, and at much greater cost than our own high school, it is plain that we are paying more for what we are giving our children than most cities in our class. And the explanation of it lies no-

where else than in the high cost of instruction, which in turn is due to the low average number of pupils per teacher.

The table of per capita cost of instruction in the elementary schools of twenty cities, as found on page 176 of the report of the Finance Commission of the City of Boston, published recently, contains the following figures pertaining to the Massachusetts cities included in the inquiry:

#### TOTAL AND PER CAPITA COST OF INSTRUCTION IN DAY ELEMENTARY SCHOOLS.

	Average Number Pupils Belonging.	Total Salaries of Teachers.	Per Capita Cost of Instruction Based on Average Number of Pupils Belonging.
Boston .....	82,408	\$2,040,640.98	\$23.76
Worcester .....	17,131	347,945.00	20.31
Fall River .....	13,002	237,387.66	18.26
Cambridge .....	13,110	254,720.26	19.43
Lowell .....	9,900	185,736.69	18.76
Lynn .....	9,315	174,054.00	18.69
Springfield .....	10,606	247,843.00	23.37
<i>Lawrence</i> .....	7,627	196,398.13	25.75

The average number of pupils per teacher is not, of course, the sole factor which determines whether the cost of instruction is high or low. The scale of salaries is a very important factor. The higher the salaries paid the greater the cost of instruction per capita. Then, too, the proportion of teachers in any system drawing the maximum or the minimum salary is an important factor in this analysis. It is safe to say, though, that in the case

of the cities quoted (except Boston) the scale of salaries is so nearly equal, that high cost of instruction in Lawrence is to be attributed mainly to the relatively small number of pupils to a teacher. Boston's much higher salary schedule is offset by the fact that her ratio of pupils to a teacher is a third greater than that in Lawrence at the present time.

#### GETTING MORE FOR OUR MONEY.

I have said earlier in this report that it is just as possible to waste money on schools as it is to waste money on streets. Money is wasted whenever it is not spent to the best advantage. Every dollar that we spend unnecessarily in one place is virtually a dollar wasted, for there are so many other places in the school system which need the money badly. Some of these places I pointed out in the quotation from my report of 1908, a few pages back. Lawrence can never have the things the children need, so long as it costs so much as it now does to teach them reading, writing and arithmetic. If a city like Springfield can give to her children all the benefits of a modernized and extended course of study for \$34.18 per pupil, it is not unreasonable to ask why we should continue to pay as much for the bare curriculum that we offer our children.

The fact of the matter is that Lawrence is paying more for teaching than she ought to pay, not because the salaries of teachers are too high, but because the classes are too small. Two things have conspired to produce this condition: the pressure of the waiting list and the failure of the schools to grow at anything like the rate that was expected of them a few years ago. It is a condition which has been brought about gradually, and it will take time to work out of it. The wisest course, it seems to me, would be simply to stop all further additions to the force (as the present committee decided to do a month ago), and to fill such vacancies as may arise from time to time by the transfer of teachers from places where their services can be dispensed with, or where combination of small classes can be effected without injury to anybody. All the while the number of pupils in the schools will be

increasing, so that if this policy is pursued, before the end of another year, or two years at the most, the average number of pupils to a teacher may be raised to a reasonable figure, and the cost of teaching proportionately reduced. The considerable saving which can be thus made would permit the development of other school activities, wherein Lawrence lags far behind the general run of Massachusetts cities, because so much unnecessary money is now expended for ordinary teaching.

This problem, which I have frankly and, I hope, not too tediously set forth, is the problem to which the new Board will be called upon to apply itself. Until it is settled in the right way the school system of Lawrence, so far as a broader educational policy is concerned, is likely to remain at a standstill.

Respectfully submitted,

BERNARD M. SHERIDAN.

December 28, 1911.

[REDACTED]

**In Memory of**  
**Helen M. Bean**

**Died May 21, 1911**

**For over forty years a teacher in the**  
**public schools of Lawrence.**

**RESOLUTIONS ADOPTED BY THE LAWRENCE TEACHERS' ASSOCIATION ON THE DEATH OF MISS BEAN.**

WHEREAS, it has pleased Almighty God to remove from our presence Helen M. Bean, after nearly half a century of devoted service in the schools of our city; be it

RESOLVED, That by the death of this noble woman the City of Lawrence has lost a strong force in the training of its children, and the Teachers' Association a member who embodied the best professional ideals and was herself a high example of consecrated service; and be it therefore

RESOLVED, That a copy of these resolutions be spread on the Records of the Teachers' Association and also sent to the relatives of the deceased.

(Signed)

LETITIA WILCOX,  
BRIDGET A. HALLEY,  
BERNARD M. SHERIDAN.

[REDACTED]

## APPENDIX I.

---

- Table No. 1. Receipts and Expenditures for 1911.
- Table No. 2. Comparative Expenditure for 1910 and 1911.
- Table No. 3. Proportion of Taxable Property Expended for Support of Public Schools 1910 and 1911.
- Table No. 4. Expenditure for a Period of Eleven Years.
- Table No. 5. Apportionment of Expenditure for 1910 and 1911.
- Table No. 6. Annual Cost of Education Per Pupil for Term of Ten Years.
- Table No. 7. Itemized Expenditure for the Different Schools for 1911.
- Table No. 8. Per Capita Cost in the Different Schools.
- Table No. 9. Per Capita Cost of Teaching, Text Books and Supplies.
- Table No. 10. Average Per Capita Cost of Text Books and Supplies in the Different Schools for Four Years.
- Table No. 11. Apportionment of Per Capita Cost for Ten Years.
- Table No. 12. Per Capita Cost of Text Books and Supplies for Ten Years.
- Table No. 13. Expenditure for Evening Schools, Season 1910-11.
- Table No. 14. Expenditure for Vacation Schools, Summer of 1911.
- Table No. 15. Day Teachers' Payrolls for Five Years.
- Table No. 16. Evening Teachers' Payrolls for Six Years.
- Table No. 17. Coal Account for 1910 and 1911.
- Table No. 18. Graduated Valuation Table.
- Table No. 19. Increase of Expenditure in Principal Municipal Departments 1890-1910.

Table I.

## RECEIPTS AND EXPENDITURES.

1911.

## RECEIPTS.

## Appropriation:

Appropriation .....	\$181,000.00
Receipts .....	1,182.89
Overdraft .....	126,574.46
	<hr/>
	\$308,757.35

## EXPENDITURES.

Salaries of Teachers .....	\$243,071.70
Salaries of Janitors .....	21,450.40
Salaries of Officers, Clerks, Etc.....	8,039.00
Text Books .....	5,224.69
Supplies .....	7,773.89
Light and Power .....	2,678.08
Fuel .....	13,573.34
Miscellaneous .....	6,946.25
	<hr/>
	\$308,757.35

Table 2.

## COMPARATIVE EXPENDITURE FOR 1910 AND 1911.

	1910	1911	Increase or Decrease.
Salaries of Teachers.	\$222,604.38	\$243,071.70	\$20,467.32 Incr.
Salaries of Janitors..	20,469.36	21,450.40	981.04 Incr.
Salaries of Officers,			
Clerks, etc.....	7,704.99	8,039.00	334.01 Incr.
Text Books .....	7,166.67	5,224.69	1,941.98 Decr.
Pupils', Teachers' and Janitors' supplies .	7,547.89	7,773.89	226.00 Incr
Light and Power ....	2,608.08	2,678.08	70.00 Incr.
Fuel .....	12,890.03	13,573.34	683.31 Incr.
Printing .....	1,036.30	1,147.55	111.25 Incr.
Rent .....	1,190.00	1,000.00	190.00 Decr.
Equipping rooms in St. Patrick's School	1,850.00	.....	1,850.00 Decr.
Telephones .....	493.19	393.25	99.94 Decr.
Miscellaneous .....	3,852.52	4,405.45	552.93 Incr.
	\$289,413.41	\$308,757.35	\$19,343.94 Incr.

Table 3.

PROPORTION OF TAXABLE PROPERTY EXPENDED  
FOR SUPPORT OF PUBLIC SCHOOLS.

	1910	1911	Increase
Valuation .....	\$65,571,382.00	\$71,029,943.50	\$5,458,561.50
Cost of Maintenance of Public Schools	289,413.41	308,757.35	19,343.94
Expenditures for School Buildings:			
Repairs and Im- provements .....	32,562.74	25,466.65	7,096.09‡
Int'ret and Redemp- tion of School Bonds .....	34,522.00	31,036.00	3,486.00‡
Expended for all School Purposes.	356,498.15	365,260.00	8,761.85
No. of dollars spent for maintenance of schools out of every \$1000 valua- tion .....	4.41	4.34	.07‡
No. of dollars spent for all school pur- poses out of every \$1000 valuation..	5.44	5.14	.30‡

---

‡Decrease.

Table 4.  
EXPENDITURE FOR A PERIOD OF ELEVEN YEARS.

	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911.
Salaries of Teachers, . . . . .	\$141,301.20	\$148,487.00	\$154,819.62	\$160,878.63	\$161,375.80	\$174,831.10	\$188,305.99	\$208,305.01	\$213,532.40	\$222,604.38	\$243,071.70
Salaries of Janitors, . . . . .	12,603.50	14,664.00	15,913.57	15,707.50	16,449.25	17,573.25	18,758.05	19,720.25	19,507.25	20,469.36	21,450.40
Salaries of Officers, Clerks Etc., . . . . .	5,060.00	5,100.00	6,000.00	6,066.66	6,735.00	7,046.01	7,698.01	7,662.50	7,704.99	\$8,039.00	
Text Books, . . . . .	4,961.58	4,373.17	4,901.65	4,567.97	6,031.39	6,180.62	5,371.88	6,393.97	5,177.88	7,166.67	5,224.69
Supplies, . . . . .	6,692.29	9,822.92	7,818.73	8,123.87	8,554.91	9,000.05	10,091.39	12,169.01	9,998.52	10,155.97	10,451.97
Fuel, . . . . .	11,289.55	8,066.65	23,422.63	17,142.20	15,119.55	11,746.10	16,902.78	15,965.08	13,958.18	12,890.03	13,573.34
Miscellaneous, ..	3,894.42	2,895.45	3,516.37	3,726.11	3,354.51	3,335.49	5,340.11	6,895.22	5,667.33	8,422.01	6,946.25
Totals, . . . . .	\$185,802.54	\$193,409.19	\$215,492.57	\$216,146.28	\$216,952.97	\$229,401.61	\$251,816.22	\$276,246.56	\$275,504.06	\$289,413.41	\$308,757.35

TABLE 5.  
APPORTIONMENT OF EXPENDITURE.

1910 and 1911.

	1910	1911
Expended for teachers' salaries.....	76.90%	78.74%
Fuel and care.....	11.54%	11.34%
Books and supplies.....	5.08%	4.21%
Administration salaries .....	2.66%	2.64%
Miscellaneous .....	3.82%	3.07%
	<hr/>	<hr/>
	100.00%	100.00%

TABLE 6.

## AVERAGE ANNUAL COST OF EDUCATION PER PUPIL FOR TERM OF TEN YEARS.

(Including cost of evening and vacation schools.)

Year	Cost per Pupil.	Year	Cost per Pupil.
1911	\$36.69	1906	\$27.29
1910	34.52	1905	27.29
1909	33.46	1904	28.74
1908	34.23	1903	29.24
1907	30.97	1902	26.43

Per Capita Cost for 1911, excluding Evening and Vacation School Expense, \$35.11.

TABLE 7: ITEMIZED EXPENDITURE FOR THE DIFFERENT SCHOOLS.  
(Year Ending December 31, 1911.)

Name of School.	Groceries and Furniture	Text-Books	Salaries	Teachers' salaries	Supplies	Teachers' supplies	Utilities	Laundry	Maintenance	Total.
Amesbury St.	4.25	37.16	5,184.00	341.12	67.85	41.74	404.71	13.86	—	6,107.14
Arlington	24.70	52.93	6,756.50	541.32	82.66	44.37	401.95	9.12	10.92	7,924.47
Breen	—	544.13	3,886.50	431.00	338.24	49.56	759.59	22.36	6.10	6,056.60
Bruce	200.69	399.26	13,393.25	1,327.50	359.49	109.68	561.56	73.82	254.24	20.08
Cross St.	1.25	35.76	3,607.50	328.64	69.97	48.04	48.04	294.48	—	4,446.35
Essex	3.00	71.39	6,335.50	583.44	142.94	49.77	396.47	31.16	10.92	7,624.59
Franklin	3.00	43.85	4,565.50	438.36	63.03	55.81	331.00	7.87	—	5,516.22
Hampshire St.	1.00	68.88	4,022.00	349.96	64.84	32.84	289.86	1.20	—	4,840.40
Harrington	—	61.94	4,986.25	370.76	57.17	22.36	355.70	11.73	7.82	—
Hood	15.65	80.04	13,590.75	1,311.38	211.06	70.12	836.44	124.12	7.80	5,873.71
Lowell St.	1.00	20.83	2,971.00	445.64	36.94	9.04	208.24	1.28	20.50	16,655.96
Newbury St.	5.00	44.17	3,476.75	370.24	59.45	20.92	209.02	34.61	7.80	3,701.77
Oak St.	12.75	61.70	6,610.50	568.88	143.52	41.54	352.65	18.78	—	4,227.45
Oliver	27.44	271.97	13,770.63	1,094.00	417.97	112.55	791.16	189.32	9.42	7,819.74
Packard	1.50	206.33	12,485.25	893.75	214.03	53.46	482.37	28.61	21.60	16,742.22
Park St.	17.13	72.89	6,627.25	625.04	75.72	42.74	412.47	2.32	23.82	14,389.12
Prospect St.	1.00	36.59	3,934.00	354.12	52.58	13.15	324.41	.83	—	7,866.92
Riverside	2.00	10.55	2933.00	326.56	50.32	9.75	314.10	.80	7.80	4,723.87
Rollins	22.42	251.45	10,399.50	937.50	214.79	28.60	400.20	19.99	49.92	3,654.88
Saunders	2.00	67.88	7,104.25	858.00	102.50	32.23	504.56	2.72	14.63	12,344.09
Storrow	—	107.49	6,346.88	552.76	95.20	18.20	382.10	—	14.84	8,688.98
Tarbox	25.75	343.27	9,792.25	1,121.00	188.88	65.43	1,052.23	50.54	11.45	12,806.82
Union St.	1.00	155.47	6,012.00	624.00	44.73	30.42	365.14	—	7.96	7,232.68
Walton	1.00	31.47	4,590.50	331.24	86.79	17.25	321.81	14.63	7.80	5,402.02
Warren St.	3.00	—	2,383.75	334.36	—	—	341.74	2.72	—	3,073.37
Washington	.50	49.88	6,183.37	433.68	103.99	16.13	385.40	12.24	9.20	7,194.39
Wetherbee	5.88	226.80	8,585.75	939.00	175.90	81.20	674.49	41.55	59.81	11,082.87
High	125.00	1,543.24	*34,009.00	2,787.50	192.66	1,412.25	838.94	191.76	28.20	41,941.80
Special School	6.65	51.48	4,657.50	624.00	84.82	75.60	17.50	26.37	8.40	5,590.52

\*Clerk's Salary Included.

Table 8.

PER CAPITA COST IN THE DIFFERENT SCHOOLS.  
 (Year Ending December 31, 1911.)

Name of School.	Average Membership.	Total Expenditure 1911.	Per Capita Cost of Schooling.
Amesbury St. ....	235	\$6,107.14	28.51
Arlington ....	253	7,924.47	31.32
Breen ....	-	-	-
Bruce ....	580	16,754.71	28.89
Cross St. ....	160	4,446.35	27.79
Essex and Warren ....	341	10,697.96	31.37
Franklin ....	174	5,516.22	31.70
Hampshire St. ....	170	4,840.40	28.47
Harrington ....	233	5,873.71	25.21
Hood ....	604	16,655.96	27.57
Lowell St. ....	98	3,701.77	37.77
Newbury St. ....	144	4,227.45	29.36
Oak St. ....	321	7,819.74	24.36
Oliver ....	559	16,742.22	29.95
Packard ....	546	14,389.12	26.35
Park St. ....	288	7,866.92	27.32
Prospect St. ....	195	4,723.87	24.22
Riverside ....	118	3,654.88	30.97
Rollins ....	399	12,344.09	30.88
Saunders ....	242	8,688.98	35.90
Storrow ....	282	7,516.23	26.66
Tarbox ....	403	12,806.82	31.78
Union St. ....	247	7,232.68	29.28
Walton ....	169	5,402.12	31.97
Washington ....	205	7,194.39	35.09
Wetherbee ....	330	11,082.87	33.58
High ....	788	41,941.80	53.23
Special School ....	150	5,590.52	37.27

Table 9.

PER CAPITA COST OF SALARIES, TEXT BOOKS,  
TEACHERS' AND PUPILS' SUPPLIES AND  
JANITORS' SUPPLIES.

(Year Ending December 31, 1911.)

Name of School.	Average Membership, 1911.	Teachers' Salaries Per Capita.	Text-Books, Per Capita.	Teachers' and Pupils' Supplies Per Capita.	Janitors' Supplies Per Capita.
Amesbury St. ....	235	22.06	.16	.29	.18
Arlington ....	253	26.66	.21	.32	.18
Breen ....	183	21.24	2.97	1.85	.27
Bruce ....	580	23.09	.69	.62	.13
Cross St. ....	160	22.55	.22	.43	.30
Essex ....	341	25.57	.21	.42	.15
Franklin ....	174	26.24	.25	.36	.32
Hampshire St. ....	170	23.66	.40	.38	.20
Harrington ....	233	21.40	.27	.24	.10
Hood ....	604	22.50	.12	.35	.12
Lowell St. ....	98	30.32	.21	.37	.10
Newbury St. ....	144	24.14	.31	.41	.14
Oak St. ....	321	20.59	.19	.45	.13
Oliver ....	559	24.63	.49	.75	.19
Packard ....	546	22.87	.38	.39	.10
Park St. ....	288	23.01	.25	.26	.09
Prospect St. ....	195	20.17	.19	.27	.07
Riverside ....	118	24.85	.09	.43	.08
Rollins ....	399	26.06	.63	.54	.07
Saunders ....	242	29.36	.28	.42	.13
Storrorw ....	282	22.52	.38	.34	.07
Tarbox ....	403	24.30	1.22	.47	.16
Union St. ....	247	24.34	.63	.19	.12
Walton ....	169	27.16	.18	.50	.10
Washington ....	205	30.16	.24	.51	.08
Wetherbee ....	330	26.83	.69	.53	.25
High ....	788	43.12	1.96	.96	.24
Special School ....	150	31.05	.34	.56	.50

Table 10.

AVERAGE PER CAPITA COST OF TEXT BOOKS AND  
TEACHERS' AND PUPILS' SUPPLIES FOR  
FOUR YEARS.

NAME OF SCHOOL	1908	1909	1910	1911	Average Four Years.
Amesbury St.....	.90	.88	.45	.45	.67
Arlington .....	.97	1.54	1.13	.53	1.04
Breen .....	..	..	..	4.82	..
Bruce .....	1.15	1.23	1.34	1.31	1.26
Cross St.....	.88	.95	1.38	.65	.96
Essex and Warren St.....	1.00	.80	.77	.63	.80
Franklin .....	1.25	.97	.66	.61	.87
Hampshire St.....	.93	1.54	.77	.78	1.00
Harrington .....	.72	.97	.71	.51	.73
Hood .....	1.72	1.11	1.05	.48	1.09
Lowell St.....	.55	.63	1.07	.58	.71
Newbury St.....	1.43	1.23	1.28	.72	1.17
Oak St.....	.81	.95	.79	.64	.80
Oliver .....	1.71	1.45	1.11	1.24	1.38
Packard .....	1.42	1.19	1.55	.78	1.24
Park St.....	.66	.60	.69	.51	.62
Prospect St.....	.60	.84	.74	.46	.66
Riverside .....	.49	.31	1.36	.52	.67
Rollins .....	1.92	1.47	1.14	1.17	1.43
Saunders .....	.70	.63	.54	.70	.64
Storrow .....	.68	.90	.74	.72	.76
Tarbox .....	2.57	1.23	1.51	1.69	1.75
Union St.....	.38	.36	.46	.82	.50
Walton .....	.59	.37	.86	.68	.63
Washington .....	.92	1.04	.95	.75	.92
Wetherbee .....	1.46	1.22	1.12	1.22	1.26
High .....	4.92	2.54	4.68	2.92	3.77
Special .....	.97	.86	1.00	.90	.93

Table II.  
APPORTIONMENT OF EXPENDITURE FOR TEN  
YEARS

(including evening and vacation schools.)

	1902	1903	2904	1905	1906	1907	1908	1909	1910	1911
Teaching.....	\$20.29	21.00	21.39	20.29	21.64	23.16	25.83	25.94	26.55	28.89
Fuel and care...	3.10	5.33	4.37	3.97	3.62	4.39	4.31	4.06	3.98	4.16
Books and supplies .....	1.69	1.44	1.43	1.58	1.65	1.58	1.94	1.55	1.75	1.54
Light, power....	.25	.29	.26	.25	.22	.30	.35	.29	.32	.33
Officers' salaries	.70	.70	.80	.77	.83	.87	.95	.93	.92	.95
Miscellaneous...	.40	.48	.49	.43	.40	.67	.85	.69	1.00	.82
Total.....	\$26.43	29.24	28.74	27.29	28.36	30.97	34.23	33.46	34.52	36.69

Table 12.  
PER CAPITA EXPENDITURE FOR TEXT BOOKS AND  
SUPPLIES FOR TEN YEARS.  
(Including Evening and Vacation Schools.)

Year	Aver. No. of Pupils	Expended for Text Books	Cost per Pupil	Expended for Supplies	Cost per Pupil	Cost of Both
1902	7,325	\$4,373.17	.60	\$8,023.85	\$1.09	\$1.69
1903	7,369	4,901.65	.67	5,637.36	.77	1.44
1904	7,523	4,567.97	.67	6,114.74	.76	1.43
1905	7,951	6,031.39	.75	6,512.76	.83	1.58
1906	8,075	6,180.62	.75	7,194.25	.90	1.65
1907	8,129	5,371.88	.66	7,438.17	.92	1.58
1908	8,065	6,293.97	.79	9,309.84	1.15	1.94
1909	8,232	5,177.88	.63	7,541.87	.92	1.55
1910	8,383	7,166.67	.85	7,547.89	.90	1.75
1911	8,415	5,224.69	.62	7,768.39	.92	1.54

Table No. 13.  
EXPENDITURES FOR EVENING SCHOOLS.  
Season 1910-11.

	High	Drawing	Oliver	Essex	Packard	Totals.
Teachers'						
Salaries,	\$5637.00	\$492.00	\$2973.50	\$388.50	\$300.00	\$9791.00
Text-Books	243.53	—	9.50	—	—	253.03
Janitors'						
Salaries,	465.00	—	307.50	45.00	115.00	932.50
Janitors'						
Supplies,	7.00	—	7.75	—	—	14.75
Teachers'						
and Pupils'						
Supplies,	142.59	9.50	42.50	.46	7.46	202.51
Total expendi-						
per school,	6495.12	501.50	3340.75	433.96	422.46	—
Graduation						
expense,	—	—	—	—	—	162.95
Supervisor's						
salary,	—	—	—	—	—	400.00
Grand total,	—	—	—	—	—	11756.74
Per capita cost	11.08	8.65	6.99	8.04	8.99	9.61
(on average attendance.)						

Table 14.  
EXPENDITURE FOR VACATION SCHOOLS.

Summer of 1911.

Expenditures.

Teachers' salaries .....	\$1135.90
Janitors' salaries .....	251.40
Supplies and equipment .....	313.87
	<hr/>
	\$1701.17
Receipts.	
From Trustees of White Fund (whole maintenance of Franklin and Walton schools,) .....	146.90
	<hr/>
Net cost of City .....	\$1554.27

Table 15.  
TEACHERS' PAYROLLS FOR FIVE YEARS.  
DAY SCHOOL.

	1907	1908	1909	1910	1911
January .....	\$16,441.00	\$19,352.24	\$19,962.50	\$20,490.00	\$22,335.00
February .....	16,754.74	19,466.75	20,006.00	20,551.50	22,530.25
March .....	16,817.00	19,444.01	20,079.50	20,667.50	22,566.00
April .....	16,679.00	19,510.49	20,010.75	20,707.50	22,671.25
May .....	16,824.49	19,426.00	19,977.50	20,708.13	22,695.70
June .....	16,792.50	19,428.00	19,955.50	20,763.25	22,681.80
September .....	19,029.75	19,518.00	20,265.00	21,049.38	23,699.13
October .....	19,194.26	19,740.24	20,465.37	22,295.99	23,663.00
November .....	19,172.00	19,964.13	20,466.25	22,371.00	23,523.38
December .....	19,262.25	20,016.25	20,525.75	22,452.00	23,561.62
Totals, .....	\$176,966.99	\$195,866.11	\$201,714.12	\$212,056.25	\$229,927.13

Table 16.

## TEACHERS' PAYROLL FOR SIX YEARS.

## EVENING SCHOOLS.

	1906	1907	1908	1909	1910	1911
January .....	\$1,940.00	\$2,009.50	\$2,663.50	\$2,366.00	\$2,065.16	\$1,816.16
February .....	2,403.50	2,452.00	2,139.50	2,350.00	2,848.86	1,825.16
March .....						1,465.37
October .....	1,829.00	1,566.50	2,486.50	2,200.66	1,446.49	2,282.16
November ...	1,906.50	2,224.00	2,402.00	2,188.16	1,820.16	2,314.16
December ....	1,326.50	2,192.00	2,134.50	2,147.66	1,817.66	2,305.66
Totals, ....	\$9,405.50	\$10,444.00	\$11,826.00	\$11,252.48	\$9,998.33	\$12,008.67

Table 17.  
COAL DELIVERIES 1910 AND 1911.  
Average for Three Years.

Name of School.	Tons Del.	1910			1911			Three Years. Ave.
		Rooms.	Ave. per Room.	Tons Del.	Rooms.	Ave. per Room.		
Amesbury .....	61	84	15	66	84	15	16	
Arlington .....	65	—	—	67	—	—	9	
Breen .....	—	—	—	71*	—	—	—	
Bruce .....	123	17A	7	103	18A	6	7	
Cross Street .....	58	4	14	71	4E	18	15	
Essex .....	77	8E	10	68	8E	9	10	
Franklin .....	50	4	12	57	4	14	10	
Hampshire Street .....	48	4	12	49	4	12	13	
Harrington .....	63	4	16	60	4	15	15	
Hood .....	228	16A	14	154	16A	10	12	
Lowell Street .....	33	4	8	35	4	9	9	
Newbury Street .....	31	4	8	34	4E	9	9	
Oak Street .....	54	6	9	58	6	10	10	
Oliver, Special .....	264	30E	9	163	22E	7	8	
Packard .....	74	12E	6	81	12E	7	7	
Park Street .....	71	8	9	70	8	9	10	
Prospect Street .....	63	4	16	55	4	14	16	
Riverside .....	61	4	15	54	4	14	15	
Rollins .....	104	10A	10	85	10A	9	9	
Saunders .....	83	12	7	85	12	7	7	
Storrow .....	55	6	9	59	6	10	10	
Tarbox .....	96	10A	10	104	10A	11	11	
Union Street .....	66	6	11	59	6	10	11	
Walton .....	55	4	14	55	4	14	15	
Warren Street .....	52	4	13	58	4	15	14	
Washington .....	66	6	11	65	6	11	12	
Wetherbee .....	105	10A	11	116	10A	12	11	
High .....	235	33AE	7	237	25AE	9	9	

A—Assembly hall, teacher's rooms, library, etc. Fan system.

E—Evening schools.

\*Partial supply.

Table 18.

## GRADUATED VALUATION TABLE.

A graduated table in which all the cities in the State are arranged according to the proportion of their taxable property appropriated for the support of public schools for the year 1909-1910.

NAME OF CITY	Amount appropriated to the sup- port of public schools for each thousand dollars of valuation.
Everett .....	\$6.77
Melrose .....	5.96
Marlborough ...	5.95
Somerville .....	5.75
Taunton .....	5.72
Chelsea .....	5.70
Medford .....	5.70
Woburn .....	5.63
Haverhill .....	5.63
North Adams...	5.57
Pittsfield .....	5.56
Lowell .....	4.69
Cambridge .....	4.66
Lawrence .....	4.64
Springfield .....	4.62
Salem .....	4.59
Lynn .....	4.46
Newton .....	4.36
Fall River.....	4.33
Waltham .....	4.23
New Bedford...	3.96

Table 19.

INCREASE OF EXPENDITURE IN PRINCIPAL  
MUNICIPAL DEPARTMENTS.

	1890	1900	1910	
DEPT.	Expended 1890	Expended 1900	Expended 1910	Percent Increase over 1890
Population .....	44,654	62,559	85,892	
Valuation .....	\$30,476,223	\$39,841,697	\$65,446,007	
Tax Rate.....	14.80	15.60	16.40	
Health .....	\$25,753.06	\$ 40,006.62	\$ 81,060.75	214%
Fire .....	24,202.21	57,009.04	107,465.34	129%
Police .....	43,349.72	59,194.86	99,696.17	344%
Lighting ....	19,941.20	32,901.72	58,010.03	194%
Streets .....	32,450.28	74,596.49	177,276.16	446%
Schools .....	89,715.74	171,253.18	289,913.41	223%

## APPENDIX II.

---

- Table No. 1: Summary of Statistics for 1911. School Census, September 1911. School Buildings and Teachers. Enrollment and Attendance. Attendance in December. Evening School Attendance in December. Number of days schools were actually in session.
- Table No. 2: Summary of Monthly Reports for School Year ending June 1911.
- Table No. 3: Enrollment and Attendance, January to December. Term of Twelve Years.
- Chart A. Showing membership in the different grades since 1905. Based on Number Belonging in December.
- Chart B. Showing the Distribution of Pupils from the First Grade through the High School based on the Membership in December, 1911.
- Table No. 4: Average Number of Pupils per Teacher in the different Elementary Schools.
- Table No. 5: Average Number of Pupils per Teacher for Six Years.
- Table No. 6: Size of Elementary Classes for Six Years.
- Table No. 7: High School Statistics.
- Table No. 8: Number of Pupils in the Different Grades of the Elementary Schools for a Term of Seven Years.
- Table No. 9: Ages of Pupils in the Grades.
- Table No. 10: Promotions in the Grades for Five Years.
- Chart C. Showing the Percentage of Non Promotions in the Grades and in the High School for the School Year of 1910-11.
- Chart D. Showing the Percentage of Non Promotions for the Last Five Years.

- Table No. 11: Repeaters in the Grades.  
Chart E. Showing the Percentage of Repeaters in each of the Grades in December, 1911.  
Chart F. Showing the Proportion of Repeaters in each of the Elementary Grades.  
Table No. 12. Evening School Enrollment and Attendance.  
Table No. 13: Growth of the Evening High School and the Evening Preparatory School.  
Table No. 14: Number of pupils pursuing the Different Branches in the Evening High School.  
Table No. 15: Nationalities in the Evening Elementary Schools.  
Table No. 16: Enrollment and Attendance in Vacation Schools.  
Table No. 17: School Buildings.  
Table No. 18: School Sittings.  
Table No. 19: Graduated Attendance Table.  
Table No. 20: Schedule of Salaries.

## Table I.

## SUMMARY.

## I. Census,

State Census, 1905 .....	70,000
Special Census, 1907 .....	76,616
National Census, 1910 .....	85,892
Children between 5 and 15, September, 1911 .....	13,351

## II. Buildings.

Number of School Buildings .....	32
Number of occupied Class Rooms .....	249

## III. Teachers.

In High School .....	32
Men 10      Women 22	
In Elementary Schools .....	263
Men 7      Women 256	
Supervisors .....	7
of Primary Grades 1	
of Drawing 3	
of Music 3	
Special Teachers of Sewing .....	5
Total number of Day School Teachers .....	307
Evening School Teachers, December 23, 1911 .....	92
Supervisor .....	1
High School .....	22
Men 15      Women 7	
High School preparatory .....	8
Men 0      Women 8	
Elementary .....	60
Men 8      Women 52	
Drawing .....	3
Men 3      Women 0	
Total number of teachers, day and evening schools.....	399

## IV. ATTENDANCE.

	1910	1911	Increase
Total enrollment .....	10,754	10,688	- 66
Average number belonging .....	8,382.55	8,414.81	32.26
Average attendance .....	7,805.78	7,876.49	70.71
Percent attendance .....	93.1	93.6	.5
High School graduates .....	103	115	12

## V. ATTENDANCE IN DECEMBER.

	1910	1911	Increase
Whole number .....	8729	8557	- 172
In High School .....	761	835	+ 74
In Elementary Schools .....	7968	7722	- 246
In First Grade .....	1622	1453	- 169
In Second Grade .....	1244	1201	- 43
In Third Grade .....	1079	1103	+ 24
In Fourth Grade .....	988	992	+ 4
In Fifth Grade .....	910	970	+ 60
In Sixth Grade .....	842	758	- 84
In Seventh Grade .....	723	655	- 68
In Eighth Grade .....	529	538	+ 9
Ungraded .....	31	52	+ 21

## VI. Evening School Attendance in December.

	1910	1911	Increase
High School—Regular .....	497	543	+ 46
High School—Preparatory ...	282	265	- 17
Elementary Schools .....	729	1170	+ 441
Drawing .....	97	60	- 37

## VII.

Number of days schools were actually in session.....	184
Number of days omitted because of holidays.....	6
Number of days omitted by special vote of Committee..	8
Number of days omitted by the no-school signal.....	2
Actual number of weeks schools are in session in a forty week year .....	36 4-5

**TABLE 2: SUMMARY OF MONTHLY REPORTS FOR SCHOOL YEAR ENDING JUNE, 1911.**

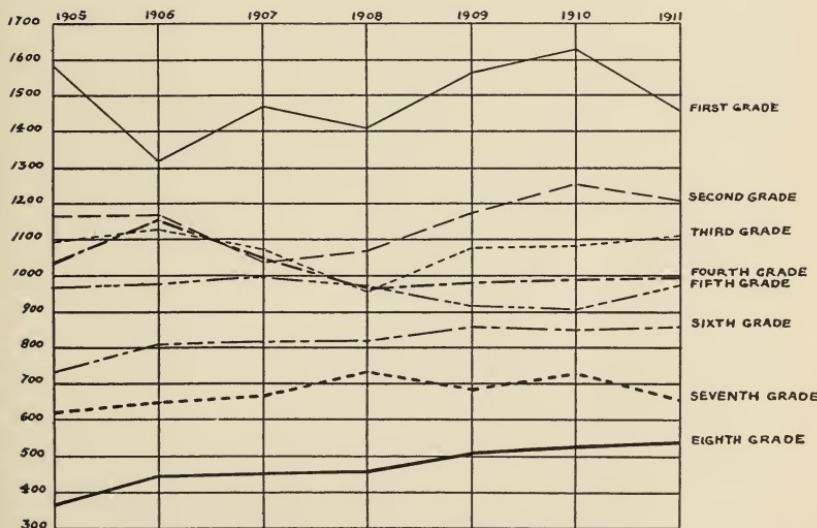
Name of School.	Total Enrollment for Month.	Average N. <sup>o.</sup> Belonging.	Average Daily Attendance.	Per Cent. of Absence.	Total Half Days	No. Cases of Truancy.	No. Cases of Truismass.	No. Cases of Corporal Punishment.	Times Teacher Was Absent.	Times Teacher Was Tardy.
Amesbury St. ....	304	218.82	92.83	6.234	595	8	0	2	43	17
Arlington .....	330	247.94	93.17	6.615	731	63	12	7	15	18
Bruce .....	665	528.05	92.79	15.026	778	560	25	12	132	31
Cross St. ....	203	146.36	93.74	5.528	351	119	23	37	18	28
Essex .....	455	373.71	93.05	9.337	315	139	38	1	61	3
Franklin Hampshire St. ....	240	180.65	92.65	4.747	434	26	4	10	58	5
Harrington .....	211	169.57	93.96	5.355	293	56	35	76	24	7
Hood .....	315	234.49	94.62	5.384	339	28	4	0	0	6
Lowell St. ....	688	620.72	93.36	13.141	955	374	21	50	202	28
Newbury St. ....	134	106.86	91.85	3.354	257	103	6	14	11	30
Oak St. ....	172	139.44	128.45	9.075	461	52	13	21	43	2
Riverside .....	410	297.87	97.91	90.98	9.719	1,068	12	16	6	10
Oliver .....	939	549.95	517.49	94.11	12,290	530	326	14	17	126
Packard .....	825	680.33	636.62	16.532	492	469	11	43	87	41
Park St. ....	356	296.73	274.73	92.45	8,010	1,359	93	19	13	31
Prospect St. ....	223	193.15	179.26	92.81	5,056	394	100	0	3	11
Rollins .....	131	121.15	115.04	94.70	2,328	119	56	1	0	15
Saunders .....	425	398.57	380.15	95.38	6,705	383	259	52	23	104
Storror .....	323	251.50	228.47	91.29	8,396	673	72	7	4	30
Tarbox .....	324	284.80	268.50	94.68	5,999	796	139	4	23	19
Union St. ....	478	392.08	369.24	94.70	8,332	217	103	44	11	210
Walton .....	354	294.86	268.43	90.45	592	63	7	0	2	0
Wetherbee .....	237	166.97	149.94	90.09	6,170	590	41	7	37	42
High .....	289	219.60	201.38	94.24	8,489	487	50	3	80	3
High .....	401	343.80	323.98	94.57	6,929	275	113	0	3	114
Special School .....	815	736.37	715.14	97.12	4,642	648	452	0	0	24
Special School .....	289	166.33	145.64	87.51	7,670	1,416	77	57	43	17
Grand Totals.	.....	10,546	8,445.05	7,895.24	93.48	189,238	15,019	3,897	416	1,590

Table 3.  
ENROLLMENT AND ATTENDANCE, JANUARY TO  
DECEMBER, TERM OF TWELVE YEARS.

	Total Enrollment	Average Membership	Average Attendance	Percent. of Attendance
1900.....	8,784	6,904	6,500	.94
1901.....	8,800	7,038	6,639	.94
1902.....	9,140	7,325	6,841	.94
1903.....	9,160	7,369	6,901	.94
1904.....	9,571	7,523	7,089	.94
1905.....	9,762	7,951	7,442	.94
1906.....	10,387	8,074	7,447	.92
1907.....	10,461	8,129	7,531	.93
1908.....	10,183	8,065	7,565	.94
1909.....	10,711	8,232	7,679	.93
1910.....	10,754	8,383	7,806	.93
1911.....	10,688	8,415	7,876	.93

## CHART A.

Showing Membership in the Different Grades Since 1905.  
Based on Number Belonging in December.



## CHART B.

Showing the Distribution of Pupils From the First Grade Through the High School, Based on the Membership in December, 1911.

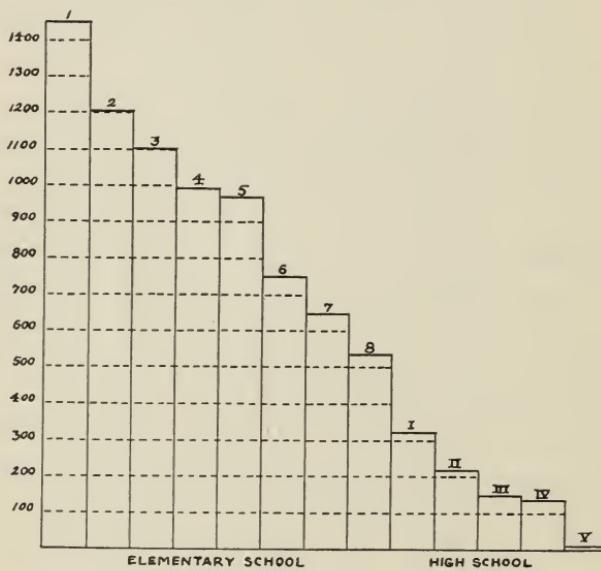


Table 4.  
AVERAGE NUMBER OF PUPILS PER TEACHER IN  
THE ELEMENTARY SCHOOLS.

	1911.		Av. No. Pupils per Teacher
	No. Belonging Dec. 1911.	No. of Teachers	
Amesbury Street ....	251	8	27.8
Arlington .....	236	9*	26.2
Breen .....	471	13*	36.2
Bruce .....	613	18*	36.2
Cross Street .....	175	6	29.1
Essex .....	246	7*	35.1
Franklin .....	175	7	25
Hampshire Street ....	175	6	29.1
Harrington .....	244	8	30.5
Hood .....	367**	11**	33.3
Lowell Street .....	90	4	22.5
Newbury Street .....	156	5	31.2
Oak Street .....	336	12	28
Oliver .....	599	18*	33.2
Packard .....	366	13*	28.1
Park Street .....	281	8*	35.1
Prospect Street .....	193	6	32.1
Riverside .....	113	4	28.2
Rollins .....	401	12*	33.4
Saunders .....	240	8*	30
Storrow .....	280	10	28
Tarbox .....	431	13*	33.1
Union Street .....	190	7	27.1
Walton .....	175	7	25
Warren Street .....	55	3	18.3
Washington .....	197	8	24.6
Wetherbee .....	317	9*	35.2
Special .....	134	6*	22.3
	7507	246	30.5

Average number of Pupils per teacher 30.5.

\*Masters and supervising principals not counted.

\*\*Practice Department not counted.

Table 5.  
AVERAGE NUMBER OF PUPILS PER TEACHER.

December 1906.....	35.2
December 1907.....	33.4
December 1908.....	32.4
December 1909.....	32.2
December 1910.....	32.1
December 1911.....	30.5

Table 6.

SIZE OF ELEMENTARY SCHOOL CLASSES  
FOR THE LAST SIX YEARS.

1906.

26 rooms had 30 or less.

101 rooms had more than 30 and less than 41.

39 rooms, taught by one teacher, had more than 40 pupils.

11 rooms had *two* teachers.

1907.

30 rooms had 30 or less.

102 rooms had more than 30 and less than 41.

41 rooms, taught by one teacher, had more than 40 pupils.

25 rooms had *two* teachers.

1908.

30 rooms had 30 or less.

123 rooms had over 30 and less than 41.

33 rooms, taught by one teacher, had more than 40 pupils.

16 rooms had *two* teachers.

1909.

26 rooms had 30 or less.

106 rooms had over 30 and less than 41.

40 rooms, taught by one teacher, had more than 40 pupils.

24 rooms had *two* teachers.

1910.

35 rooms had 30 or less.

85 rooms had over 30 and less than 41.

47 rooms, taught by one teacher, had more than 40 pupils.

28 rooms had *two* teachers.

1911.

54 rooms had less than 30 pupils.

98 rooms had over 30 pupils and less than 41.

12 rooms taught by one teacher had more than 40 pupils.

32 rooms taught by *two* teachers.

Table 7.

## HIGH SCHOOL STATISTICS.

1911.

Average Membership .....	788.05
Number in entering class.....	343
Number of graduates .....	115
Number of teachers .....	31

## Statistics for School Year Ending June, 1911.

No. of teachers.....	28	Enrollment, December, 1911.
No. enrolled .....	818	
Av. No. belonging.....	788.05	
Av. attendance.....	743.91	
In first year,		First year,
September, 1910..	324	Boys .....
June, 1911.....	252	Girls .....
Percent. loss.....	22.22	
In second year,		Second year,
September, 1910..	196	Boys .....
June, 1911.....	175	Girls.....
Percent. loss.....	10.71	
In third year,		Third year,
September, 1910..	157	Boys .....
June, 1911.....	142	Girls .....
Percent. loss.....	9.55	
In fourth year,		Fourth year,
September, 1910..	120	Boys .....
June, 1911.....	115	Girls .....
Percent. loss.....	4.17	
No. of graduates,		Post graduates,
Boys .....	58	Boys .....
Girls .....	57	Girls .....
Total .....	115	
		Total .....
		835

Aver. age of graduates, 1911	No. entering college or technical school .....	25
Boys....18 years 3 months		
Girls....17 " 11 "	No. entering normal school.	20

## Number of Pupils Taking Following Subjects:

English .....	865	German .....	91
Music .....	624	Elocution .....	73
History .....	552	Chemistry .....	57
Algebra .....	518	Manual Training .....	48
Latin .....	424	Freehand Drawing.....	46
French .....	409	Physical Geography.....	42
Geometry .....	272	Botany .....	35
Stenography-Typewriting..	211	Physiology and Hygiene..	31
Commercial Arithmetic...	208	Mechanical Drawing.....	17
Book-keeping .....	208	Elementary Science.....	56
Civics .....	396	Greek .....	15
Penmanship .....	131	Trigonometry .....	14
Physics .....	106		

Number of Recitation Periods per Week, exclusive of  
Music and Drawing.

Number taking	15 hours per week.	20 hours.	25 hours.
1912			
Boys		30	44
Girls		35	34
1913			
Boys	5	34	37
Girls	16	29	27
1914			
Boys	13	72	36
Girls	15	44	37
1915			
Boys	20	172	
Girls	14	156	1
Av. No. of Rec. hours per week for each boy in school....	20.95		
Av. No. of Rec. hours per week for each girl in school....	20.66		
Av. No. of Rec. hours per week for each pupil in school....	20.81		

Table 8.

TABLE SHOWING NUMBER OF PUPILS IN EACH  
GRADE BELOW THE HIGH SCHOOL IN  
DECEMBER FOR SEVEN YEARS.

	1905	1906	1907	1908	1909	1910	1911
Eighth .....	366	446	450	457	512	529	538
Seventh .....	618	642	668	730	685	723	655
Sixth .....	730	804	810	813	850	842	758
Fifth .....	968	978	994	971	917	910	970
Fourth .....	1035	1148	1046	969	980	988	992
Third .....	1097	1118	1074	962	1076	1079	1103
Second .....	1156	1155	1039	1068	1169	1244	1201
First .....	1581	1315	1469	1401	1561	1622	1453
Ungraded .....		117	155	180	66	31	52
Totals, .....	7551	7733	7615	7551	7816	7916	7722

Table 9.

## AGES OF PUPILS IN THE GRADES.

(Children below the heavy line are above normal age for the grade, according to the accepted standard.)

(December 1, 1911.)

Years Old	1	2	3	4	5	6	7	8	Totals
4	I								I
5	399	4	I						404
6	625	273	6						904
7	<u>314</u>	441	229	6					990
8	120	<u>280</u>	430	195	4	I			1030
9	30	138	<u>255</u>	333	152	6	20	5	939
10	16	50	117	<u>241</u>	302	144	43	25	938
11	12	30	75	<u>135</u>	<u>252</u>	270	191	50	1015
12	4	11	31	69	<u>169</u>	<u>193</u>	208	157	842
13	2	8	28	44	90	<u>152</u>	<u>143</u>	160	627
14		I	9	12	16	24	<u>55</u>	<u>109</u>	226
15		I		3	7	5	12	29	57
16		.	I	I	2	3	7	I4	
17				I					
18								I	
Totals . . . .	1523	1237	1181	1040	993	797	675	542	7988
Above normal age . . .	184	239	260	265	283	203	70	36	1540
Per't above normal age . . .	.12	.19	.22	.25	.28	.25	.10	.07	.19

Table 10.

PROMOTION IN THE GRADES.  
YEAR ENDING IN JUNE.

Grade	June List.	Promoted.	Left Behind.	Per Cent.
First .....	1293	891	362	.20
Second .....	1139	898	196	.17
Third .....	1050	876	159	.15
Fourth .....	985	802	163	.16
Fifth .....	1022	821	156	.15
Sixth .....	707	532	142	.20
Seventh .....	543	428	82	.15
Eighth .....	381	342	39	.10
Totals .....	7120	5590	1299	.18
1906-7				
Grade	June List.	Promoted.	Left Behind.	Per Cent.
First .....	1343	876	417	.31
Second .....	971	787	164	.17
Third .....	1024	848	154	.15
Fourth .....	1013	846	131	.13
Fifth .....	914	795	106	.11
Sixth .....	757	686	97	.13
Seventh .....	538	425	90	.17
Eighth .....	398	290	23	.06
Totals .....	6958	5553	1182	.17
1907-8				
Grade	June List.	Promoted.	Left Behind.	Per Cent.
First .....	1428	963	437	.31
Second .....	1122	941	155	.14
Third .....	1024	900	103	.10
Fourth .....	960	806	118	.12
Fifth .....	930	798	85	.09
Sixth .....	769	660	68	.08
Seventh .....	609	490	77	.13
Eighth .....	416	325	26	.06
Totals .....	7258	5883	1069	.15
1908-9				
Grade	June List.	Promoted.	Left Behind.	Per Cent.
First .....	1516	1078	418	.28
Second .....	1206	1030	159	.13
Third .....	940	836	78	.08
Fourth .....	940	845	67	.07
Fifth .....	852	768	61	.07
Sixth .....	791	692	45	.06
Seventh .....	615	543	53	.09
Eighth .....	492	471	21	.04
Totals .....	7352	6263	902	.12
1909-10				
Grade	June List.	Promoted.	Left Behind.	Per Cent.
First .....	1516	1078	418	.28
Second .....	1206	1030	159	.13
Third .....	940	836	78	.08
Fourth .....	940	845	67	.07
Fifth .....	852	768	61	.07
Sixth .....	791	692	45	.06
Seventh .....	615	543	53	.09
Eighth .....	492	471	21	.04
Totals .....	7352	6263	902	.12

## 1910-11

Grade	June List.	Promoted.	Left	Behind.	Per Cent.
First	1568	1103	428		.27
Second	1177	1004	150		.12
Third	1028	896	96		.09
Fourth	952	834	82		.08
Fifth	837	713	73		.08
Sixth	843	643	58		.07
Seventh	623	533	46		.07
Eighth	505	480	22		.04
<b>Totals</b>	<b>7433</b>	<b>6206</b>	<b>955</b>		<b>.13</b>
<b>High School</b>					
First year	253	239	14		.05
Second year	167	159	8		.05
Third year	142	137	5		.04
Fourth year	115	115			

Chart C.

Showing the Percentage of Non Promotions in the Grades and  
in the High School for the School Year 1910-11.

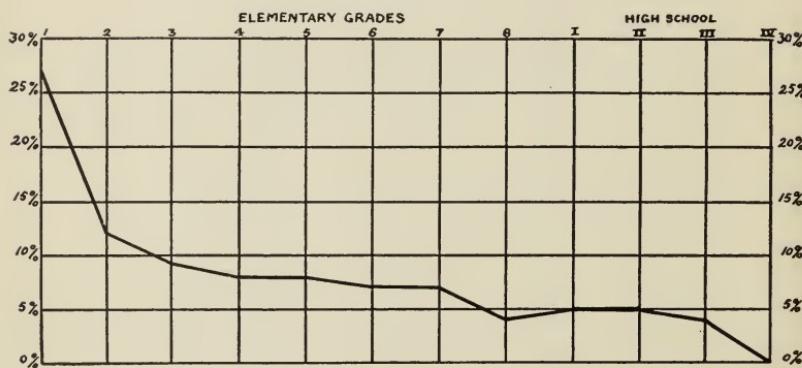


Chart D.

Showing the Percentage of Non Promotions in the Grades for the Last Five Years.

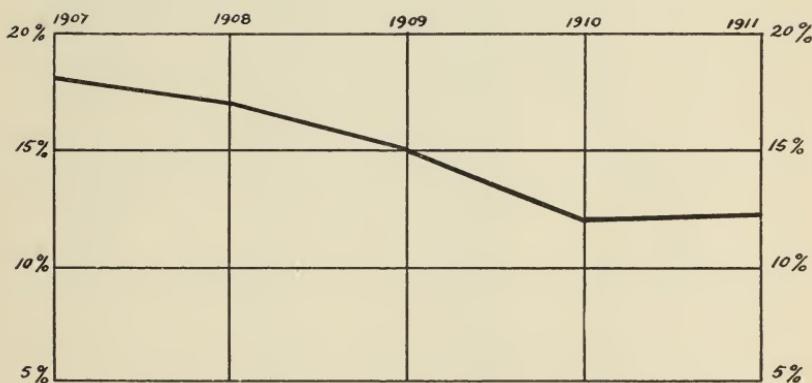


Table II.  
REPEATERS IN THE GRADES.

(December 5, 1911.)

Grade.	Number Belonging.	Number Repeating.	Percent Repeating.
I	1453	411	.28
II	1201	135	.11
III	1103	97	.09
IV	992	86	.09
V	970	75	.08
VI	750	55	.07
VII	655	36	.05
VIII	538	19	.03
Totals,	7662	914	.12

Chart E.  
*one-age girls*

Showing the Percentage of Repeaters in Each of the Grades in December 1911.

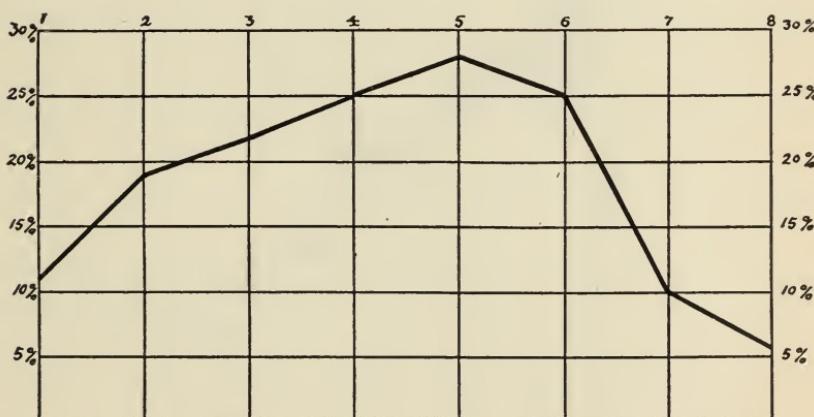


Chart F.

Showing the Proportion of Repeaters in Each of the Elementary Grades.

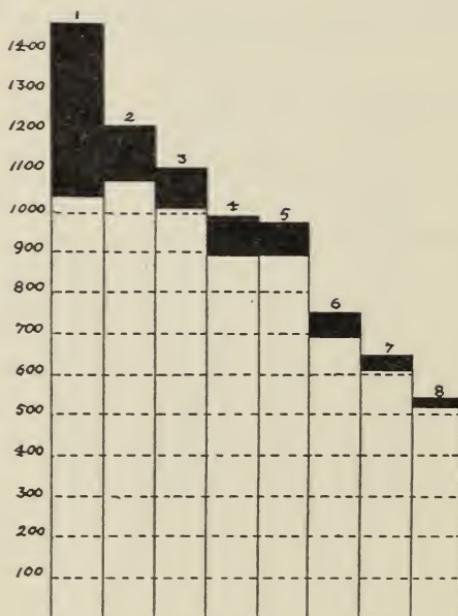


Table 12.

EVENING SCHOOL ENROLLMENT AND ATTENDANCE  
SEASON OF 1910-11.

	High	Drawing	Oliver	Essex	Packard	Totals.
Av. No. Belonging.....	691	74	592	70	65	1492
Av. Attendance.....	586	58	478	54	47	1223
Percentage Attendance.	85	79	81	77	72	81

Table 13.

GROWTH OF THE EVENING HIGH SCHOOL AND  
 THE PREPARATORY DEPARTMENT  
 FOR SIX YEARS.

1906			1907			1908			1909		
High School	Prep. High	Total									
158	128	286	223	168	391	342	311	653	411	259	778
<hr/>											
1910			1911			High School	Prep. High	Total	High School	Prep. High	Total
497	281	778	543	265	808	543	265	808	543	265	808

Table 14.

NUMBER OF PUPILS PURSUING THE DIFFERENT  
SUBJECTS IN THE EVENING HIGH SCHOOL.

Penmanship I .....	153	Stenography II .....	27
German I .....	18	Stenography III .....	40
Commercial Arithmetic I..	182	Typewriting I .....	29
Commercial Arithmetic II	49	Typewriting II .....	43
Book-keeping I .....	66	French I .....	41
Book-keeping II .....	30	French II .....	14
English I .....	189	Algebra I .....	27
English II .....	155	Algebra II .....	12
English III .....	128	Public Speaking .....	20
General Biology .....	36	Physics I .....	32
Business Methods .....	40	Hygiene, Personal and Public .....	21
Elementary Science .....	13	Civic and Economic Prob- lems .....	17
Chemistry .....	18		
General History .....	16		
Stenography I .....	60		

Table 15.

## NATIONALITIES IN THE EVENING SCHOOLS.

(Figures based on number belonging in December.)  
(Non-English Speaking.)

Nationality.	Oliver.	Essex.	Packard.	Totals.
Italian .....	429	2	19	450
Syrian .....	138			138
Polish .....	136	1	3	140
Lithuanian .....	112			112
French .....	71	54	26	151
Russian .....	20	6		26
Armenian .....	31	1		32
Greek .....	13		1	14
Hebrew .....	42			42
Other Nationalities .....	16	1	1	18

Table 16.

ENROLLMENT AND ATTENDANCE IN  
VACATION SCHOOLS.

1911.

Schools.	No. Enrolled.	Average Attendance.	Percent of Attendance.
Oak .....	288	264.65	91.89
Packard .....	146	137.38	94.09
Essex .....	140	124.22	88.72
Franklin .....	85	79.00	93.57
Walton .....	86	67.70	78.72
Tarbox .....	465	420.00	92.51
<hr/>		<hr/>	<hr/>
Totals .....	1210	1,092.95	90.32

Table 17.

## SCHOOL BUILDINGS.

NAME.	Description.	Class Room	Heating System.	Valuation.	Built.	Years in Use.	Enlargements and Alterations.
Amesbury ....	Brick	4	Steam	\$24,174.00	1882	28	
Arlington ....	"	8	"	25,796.00	1890	20	1896
Breen .....	"	*16	"	134,243.00	1911		
Bruce .....	"	*17	"	100,411.00	1902	8	1910
Cross .....	"	4	"	7,000.00	1852	58	1869
Essex .....	"	8	"	26,179.00	1890	20	1896
Franklin .....	Wooden	4	"	13,078.00	1854	52	1875
Hampshire ....	"	4	"	7,797.00	1854	56	1881
Harrington ....	Brick	4	"	12,734.00	1874	36	
G. E. Hood ....	"	*16 F.	"	148,000.00	1905	5	
Lowell ....	Wooden	4	"	8,500.00	1861	49	1878
Newbury ....	Brick	4	"	10,400.00	1850	56	1885
Oak .....	"	6	"	22,006.00	1871	39	1873
Oliver .....	"	16	"	53,405.00	1848	62	1853-1867
Packard .....	"	10	"	25,700.00	1896	24	
Packard Annex.	Wooden	4	"	7,536.00	1896	14	
Park .....	"	4	"	13,300.00	1880	19	
Prospect .....	"	4	"	6,911.00	1856	54	1878
Riverside .....	"	4	"	7,000.00	1875	35	
Rollins ....	Brick	*10 F.	"	65,170.00	1893	17	
Saunders ....	Wooden	8	"	13,981.00	1860	40	1873
Saunders Annex	"	4	"	6,519.00	1896	14	
Storrow .....	"	6	"	18,000.00	1884	22	1903
Tarbox .....	*Brick	10 F.	"	57,307.00	1895	15	
Union ....	Wooden	6	Furnace	11,336.00	1876	34	1882
Walton ....	Brick	4	Steam	12,268.00	1880	30	
Warren ....	Wooden	4	"	8,200.00	1869	41	1904
Washington ...	Brick	6	"	18,300.00	1876	34	
Wetherbee ....	"	*10 F.	"	95,067.00	1897	13	
High .....	"	*25 F.	"	244,357.00	1901	9	

\* Assembly Hall, Teachers' Rooms, Library, etc.  
F Fan System.

Table 18.

	Whole Number of Seats	No. Belonging Dec. 1911	Seats Unoccupied
Amesbury St. ....	252	251	1
Arlington ....	342	236	106
Breen ....	491	471	20
Bruce ....	804	613	191
Cross St. ....	183	175	8
Essex ....	409	246	163
Franklin ....	209	175	34
Hampshire St. ....	192	175	17
Harrington ....	232	244	0
Hood ....	743	582	161
Lowell St. ....	181	90	91
Newbury St. ....	174	156	18
Oak St. ....	376	336	40
Oliver ....	717	599	118
Packard ....	490	366	124
Park St. ....	363	281	82
Prospect St. ....	218	193	25
Riverside ....	167	113	54
Rollins ....	510	401	109
Saunders ....	410	240	170
Storrow ....	360	280	80
Tarbox ....	521	431	90
Union St. ....	250	190	60
Walton ....	192	175	17
Washington ....	234	197	37
Wetherbee ....	405	317	88
High ....	948	835	113
Special ....	176	134	42
	—	—	—
	10,549	8,502	2,059

Table 19.  
GRADUATED ATTENDANCE TABLE.

Cities and Towns.	No. of Children between 5 and 15 yrs. of age in each town.	Average Attendance upon school.	Ratio of Attendance to the whole No. of Children between 5 and 15, expressed in decimals.
Melrose .....	2,869	2,882	1.00
Everett .....	6,181	6,119	.98
Medford .....	4,047	3,849	.95
Brockton .....	8,634	8,188	.94
Somerville .....	12,419	11,573	.93
Cambridge .....	15,827	14,414	.91
Springfield .....	13,209	11,878	.89
Newton .....	6,615	5,869	.88
Worcester .....	21,349	18,232	.85
Malden .....	7,893	6,595	.83
Lynn .....	12,784	9,726	.76
Chelsea .....	5,554	4,219	.75
Woburn .....	3,663	2,745	.74
Newburyport .....	2,392	1,788	.74
Haverhill .....	6,904	5,122	.74
Quincy .....	7,539	5,578	.73
Waltham .....	3,923	2,894	.73
Taunton .....	5,632	4,136	.73
Lowell .....	14,700	10,539	.71
Chicopee .....	3,846	2,573	.66
New Bedford .....	15,568	9,401	.60
Salem .....	7,204	4,320	.59
Lawrence .....	13,084	7,680	.58
Fall River .....	22,557	13,194	.58
Fitchburg .....	6,929	3,818	.55

Table 20. TEACHERS' SALARY SCHEDULE, IN EFFECT SEPTEMBER 1, 1907.  
 (Amended October 1, 1910.)

## APPENDIX III

---

Graduates of 1911.

High and Grammar Schools, Evening High School,  
with program of exercises.

Award of Prizes.

Elections and Transfers of Teachers.

Resignation of Teachers.

Leaves of Absence of Teachers.

School Census.

Truancy.

Labor Certificates.

Contagious Diseases.

Teachers' Directory.

Janitors' Directory.

School Calendar.

School Committee for 1912.

## GRADUATIONS, 1911.

The graduation of the class of 1911 of the High School was held in City Hall, Monday afternoon, June 26th. The address was delivered by John G. Thompson, Principal of the Fitchburg Normal School, and diplomas were presented by John H. Bannon, M. D., Chairman of the High School Committee.

The seven Grammar schools held their usual graduation exercises at City Hall, on Tuesday afternoon, June 27th. The address was delivered by Arthur Deerin Call, Supervisor of Schools, Hartford, Connecticut, and diplomas were presented to four hundred seventy-six graduates by Mr. Maurice J. Mahoney, Chairman of the Grammar School Committee.

The Evening High School held their graduation exercises in the High School assembly hall, on Wednesday evening, March 29th. The address was delivered by Frank V. Thompson, Assistant Superintendent of Schools of Boston, Massachusetts, and diplomas were presented eighty-two graduates by Mr. William Hendry of the Evening School Committee.

## ORDER OF EXERCISES.

*Of the Sixtieth Anniversary of the Lawrence High School,  
Monday, June 26, 1911.*

## PROGRAM.

ELIZABETH JACOBS, ACCCOMPANIST.

MARCH—Entrance of the Classes.

HYMN—“Praise Ye The Father” ..... *Gounod*  
ADDRESS OF WELCOME,

SAMUEL EDWARD FURNEAUX.

PRAYER OF THANKSGIVING—“Ancient Folk Song—Song  
of the Netherlands.”

SPECIAL CHORUS OF MALE VOICES.

FAREWELL ADDRESS,

EBBA M. JANSON.

SONG—"The Storm Fiend" ..... *J. L. Roeckel*  
 ADDRESS,

JOHN G. THOMPSON,

Principal of State Normal School, Fitchburg, Mass.

SONG AND CHORUS—"The Beautiful Blue Danube".....

*Johann Strauss*

SCHOOL CHORUS.

Awarding of Diplomas and Hood and Perkins Prizes by  
 John H. Bannon, M. D., Chairman of the High School Committee.  
 CLASS ODE,

Words by EVANGELINE C. DINE.

*High School Graduates.*

Mary Catherine Allen	Ebba M. Janson
Rena Anna Baril	Elizabeth Scott Jeffrey
Ursula Elizabeth Barker	Edward Albert Johnson, Jr.
Donald Crone Bennink	Constance Agnes Kane
Daniel Aloysius Bowler	Manahan B. Kaufman
Leslie Edwin M. Boynton	James McBride Kay
Guy Eugene Branch	Elizabeth A. Kennedy
Louis E. Bresnahan	Gladys Renwick Kennedy
Daniel Hyman Brown	Guy Knapton
Fred McGregor Burton	Leslie B. Lamprey
Arthur Walsh Bush	Henry Edgar Lund
Carl Huckins Bussey	Eleanor Mary McCarthy
Huldah Annie Butler	Joseph Daniel McCarthy
Andrew Augustine Caffrey, Jr.	Katherine C. McDonald
Augustine Joseph Caffrey	John J. McParland
William Cahill, Jr.	Grace Elizabeth Meagan
Mary Ethel Calnan	Erban Howe Merrill
William Joseph Carey	Minnie Mabel Miller
Regina Philomena Clark	Louise Augusta Moeser
Iva M. Clayton	Ada Bethana Monroe
John Russell Coombs	Gregory Mooradkanian
Leslie William Connor	Clayton E. Morgan
Bertha May Cranshaw	Frances Marion Mullane
Herbert A. Cregg	Margaret Dorothea Muller
Irving Harding Daniels	Marguerite Murphy
Edith Marion Davis	Alfred W. Nelb
Evangeline Clara Dine	Harriett Mary Newton
Helen Phillips Dodson	Benjamin Nicholson
Alice Rita Donovan	Ruth Esther Orff
Mary Rose Donovan	Edward Frederick Parthum
Richard Henry Ellis	Geraldine Marquis Rideout
Frances Wilhelmina Evans	Isabella Forsythe Rogers
Gertrude Mary Farrington	Edith Ida Rosenthal
Joseph Leo Ferrin	William P. Rowley
Samuel Nathaniel Fishman	Mabel Frances Rudolph
Josephine Cornelia Flynn	Sarah Oliver Russell
Fred Norman Forsyth	Victoria Saaba
Elsie Bertha Frederick	William P. Saunders

Frank Herbert Galloway	Edgar Frank Karl Seifert
Grace Marguerite Ganley	Bertha May Smith
Rosamond Gens	Mildred Elizabeth Smith
Frederick J. Gillen	Herbert F. Stiegler
Thomas Francis Greene	Cecelia Eleanor Sullivan
Walter Ignatius Green	Daniel Joseph Sullivan
Mary Ernestine Grossman	Joseph Charles Sullivan
Harold Arthur Haigh	Edward A. Teschner
Herbert R. Haigh	Kebe Toabe
Loyola Josephine Haverty	Mary Isabel Tobin
George Edward Hayes	Harold Charles Toomey
Marie Frances Hayes	Agnes Carlyle Valentine
Robert Alexander Hendry	Monica Catheleen Wall
Les'ie Nelson Herrick	William Weiner
Catherine Helen Hilton	Elsie Marion Wickens
William James Hilton	Jennie Ella Windsor
Jennie Louise Hinchcliffe	George Henry Wiswall
Francis H. Horner	Gladys Hichborn Woodcock
Mabel Bertha Huntress	

*HONORARY LIST.*

WITH DISTINCTION

ELIZABETH JACOBS.

WITH GREAT DISTINCTION

SAMUEL EDWARD FURNEAUX.

*GRADUATION EXERCISES.*

*Lawrence Evening High School Class of 1911, Wednesday Evening, March 29, 1911.*

## PROGRAM.

SELECTION—"Spring Maid" ..... *Reinhardt Orchestra.*

ESSAY—"Success,"  
LAURA ETTA PRESSEY.

SELECTION—"Barcarole" ..... *Oppenbach Orchestra.*

ORIGINAL DECLAMATION—"A National Problem,"  
JAMES HENRY POLLARD.

ESSAY—"Lessons from the Life of Helen Keller,"  
REBECCA JAY SMITH.

VOCAL SELECTION—"Whisper and You Shall Hear"....  
*Piccolomini*

KATHERINE CLAIR HOGAN.

ADDRESS,

MR. FRANK V. THOMPSON.

Awarding of Diplomas and Fleming Prizes, William Hendry,  
 Chairman of Evening School Committee.

MARCH—"Eilenberg,"

ORCHESTRA.

*Class of 1911.*

Adeline Rita Alicon  
 Crystal Ada Ball  
 William Robert Bell  
 Thomas Joseph Blessington  
 Hattie Ida Bushold  
 Albert Philippe Cadarette  
 Frederick John Cantwell  
 Marjorie May Carter  
 Jessica Frances Cashman  
 Mary Cecelia Darcy  
 Edwin Heartley Day  
 Russell Porter Dolan  
 Harriet Genevieve Donahue  
 John Joseph Donovan  
 Joseph Augustine Donovan  
 Mary Frances Donovan  
 Daniel Edward Dwane  
 John Samuel Farrell  
 Joseph James Ferrin  
 Sara Elizabeth Ferrin  
 Joseph Leroy Ford  
 Bertha Adrian Fortier  
 Lottie Minerva French  
 Helen Elizabeth Gens  
 James Joseph Gibbons  
 Alan Edward Greenhalgh  
 Ada Greenwood  
 John Hefferon  
 Annie Hendry  
 Robert Raymond Hewett  
 Katherine Clair Hogan  
 Beatrice Alice Howlett  
 William Frederick Huebner  
 Andrew Kerr Innes  
 Joseph Francis Joubert  
 Mary Isabelle Keaney  
 John Keegan  
 Alexis Peter Keneskey  
 Ivy Keppie  
 Rudolph Carl Kuehn  
 Seward Spencer Leather

Agnes Cecelia Leonard  
 Edith Isabel Lewis  
 Helen Louise Lindner  
 Paul Ernest Lorenz  
 Arthur Bernard Maxwell  
 Henry Joseph McDade  
 Josephine Helen McDade  
 Marie Esther McDade  
 William James McNamee  
 William Fox Millar  
 Walter Charles Miller  
 Anna Dorothea Moran  
 Arthur Henry Moss  
 David Anthony Mullen  
 Katherine Cecelia Murphy  
 Andrew Neel  
 Mary Adelaide Nevins  
 Lena Nicholson  
 Edward Anthony O'Brien  
 Mary Gertrude O'Connell  
 Mary Estella O'Connell  
 James Joseph Payton  
 Thomas James Pearson  
 Alice Leona Peel  
 James Henry Pollard  
 Alice Cecelia Powers  
 Frederick Stephen Powers  
 Laura Etta Pressey  
 Lillie Ritter  
 Bertha Salovitch  
 Edwin Conrad Schatz  
 David Douglas Shearer  
 Rebecca Jay Smith  
 Anthony John Subatch  
 Ruth Merle Sylvester  
 Arthur Iginio Teutonic  
 John Edward Tierney  
 Francis Joseph Traynor  
 Albert Otto Weller  
 Paul John Wenzel  
 James Richard Wray

*GRADUATION EXERCISES.*

• *Of the Lawrence Grammar Schools at City Hall,  
Tuesday, June 27, 1911.*

## ORDER OF EXERCISES.

MARCH—Entrance of the Classes.

PATRIOTIC HYMN—"Lord of the World,".....*Mehul*

CHORUS—"The Flower Chorus of Nations,".....*Donizetti*

VOCAL MARCH—"Clickety-Click,".....*F. T. Baker*

ADDRESS TO THE GRADUATES,

ARTHUR DEERIN CALL.

Supervisor of Schools, Hartford, Conn.

CHORUS—"With Songs and Garlands,".....*H. L. Hearts*

Presentation of Diplomas by Maurice J. Mahoney, Esq.,

Chairman of the Grammar School Committee.

MARCH—(Passing of the Graduates).

*NAMES OF GRADUATES.**Oliver School Graduates.*

James H. Allen	Julius F. Laffert
Marguerite M. Barney	Victor H. Loftus
John J. Batal	Delia V. Madden
Michael J. Batal	Helen L. Manahan
Fannie Berger	Walter S. Manahan
Sarah G. Berger	Mary Marcaccio
Anna L. Carey	John J. McCarthy
Monica G. Carney	George A. McCloud
Cornelius F. Cleary	Harold T. Merrill
John A. Costello	Bertha I. Monroe
Dorothy F. Cummisky	Celestia A. Nichol
Florence Davis	Leona L. Oakes
Eloira DeCesare	Elizabeth Paulson
Nicantrino F. DeCesare	Raymond H. Phair
Rowan B. DeCoster	Florence V. Pierce
Clara M. Drescher	Emma A. Plisch
George M. Finucane	Ruth E. Remick
Sarah Gafinowitz	Barney M. Rivkin
Bertha A. Griffin	Julia Rosch
Mary Goldberg	Cornelia B. Sargent

Mary V. Guiney	Solomon M. Sarkin
Lillon P. Hamer	Ralph R. Schaake
Alice Hayes	Ethel Scott
Gertrude D. Hayes	Marion A. Seldon
Annie J. Hendrican	Gladys Siskind
James F. Hunt	Charles F. Strong
Archibald K. Innes	Ada Thornton
Max Jensky	Abram J. Traub
Mary E. Joubert	George W. Trull
Pearl Kaufman	Bertha E. Waters
David M. Kimel	Jessie M. Wilson
Louis E. Kuperstein	Robert C. Wirth
Edgar P. Leach	Sophia H. Yunggebauer

*Alexander B. Bruce School Graduates.*

Helen E. Austin	James L. Kay
Annie O. Agnew	Helen A. Kent
Ruth M. Abbott	Nathan Kaplan
Leslie H. Bramhall	Annie Korelitz
Sampson Brown	Margarete C. Lang
Joseph A. Bell	Raymond S. Lord
Dorothy G. Brown	Maurice G. Littlefield
Charles S. Bedard	Arthur W. Lord
Alcide Bernardin	Raymond J. Lally
Lillian C. Bruce	Lillian K. Lacailleade
Albert H. Blades	Grace T. Little
William S. Bulley	Helen T. Lorden
Maurice Brown	Carl T. A. Mattarocchia
Martin Braun	Lillian R. Mattarocchia
Hattie Briggs	Frances Magee
Ethel Byrom	Arthur Massey
Lucy Bowes	Henry R. Murphy
Harold Craven	Mildred S. Morgan
Beatrice M. Chaff	Ruby G. Moss
Annie B. Carpenter	Albert J. Malley
William J. Coltart	Thurman E. Martin
Marie T. Canning	Louise G. McGregor
Kathryn L. Craigin	Mary E. Mulreany
Marion B. Conlon	Cecilia M. Menzie
Hazel I. Cooper	Thomas H. D. Murphy
Raymond F. Carter	John F. Mulreany
Sarah W. Connors	Margaret E. Maginnis
Ellen G. Derbyshire	Marion E. Mellor
Helen G. Davis	William Magee
David A. Donovan	Ethel Matthews
Ruth I. Donovan	Beatrice M. Newsum
Josephine E. Demers	Walter O'Brien
Emma T. Devlin	John J. O'Brien
David A. Finn	Cecilia F. O'Connell
Anna G. Fitzgerald	Frank J. O'Brien
Oscar Gendron	Thomas Ogden
Beatrice E. Gingras	George E. Parkhurst
Emilda Gagne	Joseph C. Roberts
Marion G. Greene	Marion A. Stearns
William H. Gibbons	Doris L. Seaver
Francis J. Healy	Arthur Shaw
Mabel J. Heginbotham	Joseph R. Sanborn
George R. Hulme	Marion Smith
Henry Hinchcliffe	Lena E. Silverman

Charles S. Hall  
 Bertha E. Hanson  
 Augustine S. Harkins  
 Mildred E. Hill  
 Marion Holt  
 Florence M. Haggerty  
 Emma M. Hansford  
 Lionel A. Irwin  
 Inez E. F. Johnson  
 Thomas M. Jordan

Sarah Shinberg  
 Marion H. Smith  
 Burton C. Sylvester  
 Rose Terry  
 Norman A. Wyde  
 Ralph A. Wagner  
 Albert F. Wyde  
 Alice M. Wilkinson  
 Arthur Winbaum

*Packard School Graduates.*

Celia S. Anderson  
 Helen Arnold  
 Mary S. Ballantyne  
 Harold R. Bancroft  
 George M. Battye  
 Henry Berenson  
 Louena Boardman  
 Harriet Bolton  
 Benjamin H. Boyd  
 Francis J. Buckley  
 Vernice F. Bradstreet  
 Forrest H. Butland  
 Thomas J. Cate  
 Joseph A. Collins  
 Arthur Cordeau  
 Anna P. Croston  
 John F. Degnan  
 Joseph D. Degnan  
 Jessie M. Dillon  
 Anna V. Donahue  
 Mabel G. Dwinell  
 Annie E. Feather  
 Frederick J. Feeney  
 Joseph W. Fenton  
 Daniel F. Ferris  
 Mary E. Finneran  
 Frank Earle Gooding  
 Francis A. Hart  
 Richard J. Hill  
 Maud Hollinghurst  
 Esther L. Hudson  
 Robenia G. Jardine

Agnes R. Kelley  
 Marguerite E. Kinne  
 Donald S. Lamprey  
 Thomas J. Lane  
 Catherine L. Leonard  
 John T. Lynch  
 Harlan E. Manahan  
 Mary R. McDonough  
 Gertrude M. McKew  
 Peter T. McFarland  
 Christina I. Moher  
 Richard W. Moore  
 James T. Murphy  
 John L. Parker  
 Arthur L. Petell  
 H. George Porteck  
 Thomas E. Powers  
 Matthew P. Quinn  
 Norman D. Ramsdell  
 Edward T. Regan  
 Elizabeth F. Royal  
 Amy E. Rutherford  
 Naomi R. Schofie'd  
 Robert L. Sjostrom  
 Elsie M. Strickland  
 Harold Strickland  
 George H. Strickland  
 Luther A. Tacy  
 Robert J. Tait  
 Margaret R. Walsh  
 Byron H. Windsor

*John R. Rollins School Graduates.*

Alice Beanland  
 Helen A. Benker  
 Wilfred Bottomley  
 Harold K. Brown  
 Julia T. Butterfield  
 Mildred A. Carter  
 Herbert A. Cassidy  
 Charles F. Chadwick  
 Walter Chadwick  
 Pearl D. Degenhardt  
 Meta H. Dick

Florence M. Lambert  
 Irma P. Lehnert  
 Enos Lowe, Jr.  
 Evangeline M. Maginnis  
 Mary A. Martin  
 Carl F. Matthes  
 Annie C. McCabe  
 Adelaide McCarthy  
 Alice M. McCarthy  
 Mary P. McHugh  
 Lena K. Meseth

Monica R. Dietrich	Annie H. Miller
Harold G. Dimlich	Benjamin H. Moeser
Margaret G. Doherty	Isabella G. Morrissey
Byron P. Drummond	Elizabeth K. M. Mueller
Edward S. Duffy	Melanie M. Mueller
Thomas F. Earley	Elizabeth K. O'Neil
Theresa L. Ewald	Grace B. Pierce
Teresa I. Ferrin	Frederic A. Prisley
Helen W. Forler	Fred C. Reinhold
Edward W. Fraas	Andrew G. Reusch
Gertrude E. Frederick	Ada A. Sachs
Arthur C. Freeman, Jr.	Raymond C. Schwartzzenberg
Erwin C. Geisser	Walter Seifert
Eugene Gerisch	Mary P. Shea
Marguarite E. Glaeser	Essie Sheard
Lena Hausler	James W. Smith
Alfred Herdegen	Edith A. Stork
William Hey	Charles T. Wadlin
Herbert H. Hoffman	Joseph H. Watton
Frank P. Hurley	Harry E. Weller
John C. Hutton	Augustine C. Whelan
Frank A. Keleher	Agnes M. Whiteside

*Emily G. Wetherbee School Graduates.*

Lillian M. Bell	Evelyn M. Hart
John A. Bradish	Grace E. Irwin
Harry J. Brendlen	Grace S. Kline
Harriet L. Brendlen	Charles G. Leach
Harold M. Brown	Christopher G. Lynch
Barron M. Caffrey	Raymond A. Lynch
Marion A. Callahan	Warren A. McDonnell
Joseph Carriero	John McManus
Arthur J. Collins	M. Augustine Moynihan
Mary P. Connelly	Kathleen Murphy
Madeline M. Coughlin	Edward F. Neafsey
Mary B. Coughlan	Ernest G. Noring
Helen G. Creamer	Elmer H. Parker
Wendel M. Dillon	Albert F. Perrault
Margaret G. Donovan	Sarah R. Phippen
Everett B. Dowe	Gladys E. Rayne
Josephine M. A. Dunleavy	Agnes E. Robinson
Margaret M. Durgin	Fred Scott
Ruth Farrelly	Leo B. Shaw
Agnes J. Flynn	Helen P. Snow
John J. Flynn	Anna G. Sullivan
Eugene A. Fortin	Charles A. Thornhill
Marion E. Franklin	James J. Toye
Josephine R. Gaskell	Mary C. Turner
Susan G. Garvin	Lorenzo R. Viger
Mary G. Gingras	Raymond A. Waldron
Josephine W. Graham	George V. Wallace
Josephine J. Haberstroh	Ella M. Whittemore
David C. Hardman	Charles H. Wilkins

*John K. Tarbox School Graduates.*

Clara P. Averill	Sophie Leavitt
Iva M. Beck	Samuel B. Levin
Charles Becker	Emmet C. Mahoney

Katherine L. Blessington	Charles J. Maloney
Mildred M. Cameron	Beatrice V. Maroney
William Cantor	Charles N. Mason
James E. Connor	Helen C. Moran
Harold A. Connor	Herbert A. Mesterton
George W. Day	William F. McDonnell
Helen M. Devaney	Mary A. McGurn
Esther I. Dietrich	Emma M. Milner
Katherine L. Doherty	Margaret A. Mullane
Katherine M. Donohue	Mary G. Mulvey
George F. Donovan	Eleanora M. Powers
Harriet A. Duemmling	Jane Prior
Gladys Edwards	Mary A. Regan
Caroline G. Finnigan	Alice V. Rynne
Thomas F. Galvin	William Richter
Gertrude Haller	John W. Russell
Edmund W. Halley	Florence B. Smith
Daniel F. Hamer	Louise K. Taylor
Frances R. Hession	Yvonne M. Tetreau
Abraham C. Karelitz	Mina S. Valentine
Clara H. Kelley	Hattie L. Wieland
Albert L. King	Marion E. Willis
George V. Labonte	Dean K. Webster

*Gilbert E. Hood School Graduates.*

Helen M. Bachmann	Albert P. Kunert
Ella M. Bailey	Harold G. Lacailleade
Fred H. Barron	Edgar W. G. Lindner
Lewis Borstein	Gertrude M. Lockwood
Catherine Brennan	John A. Maguire
Paul M. Cheney	Bessie R. Maguire
Margaret E. Cochran	J. Bradley Mahoney
Pearl L. Cole	Joseph McCarthy
Gertrude B. Collins	Ruth McCormack
G. Genevieve Conlin	William L. McNulty
Ethel E. G. Connor	John J. Meagher
Carl M. Currier	Helen Meier
Catherine Cusack	Annie A. O'Gorman
C. Marion Doherty	Marion I. O'Conor
Hazel B. Eastman	Kathryn F. Peabody
Frederick W. Evans	Norman K. Pearce
Daniel H. Franz	Herbert E. Petzold
Bertha P. Gens	Anna F. Redehose
Frederick A. Gleason	Mabel B. Reifel
Lydia Greenwood	Mary V. Riordan
O. Eudora Hayward	Edmund W. Schwarzenberg
Bernard G. Hebsch	Josephine B. Smith
Mary J. Horrigan	Andrew A. Scanlon
Frances E. Humphrey	Genevieve A. Scanlon
Harold F. Humphrey	Miriam B. Sprague
Albert D. Hutton	Daniel F. Sullivan
Elbert G. Ingram	Hilda L. Sykes
Jennie Irvine	Hazel B. Taylor
Marion R. Jackson	Lena Wessel
John J. Kelleher	Lillian A. Wiesner
Rosealie C. Kennedy	Edwin F. Wurzbacher
Lydia A. Koeblick	Ernest A. Zuber

#### AWARD OF PRIZES.

---

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School were awarded to Ebba Janson and Samuel Furneaux.

The Willard B. Perkins' prizes for the encouragement of English composition in the High School were awarded to the following competitors:

Class of 1911—Elizabeth Jeffrey, Russell Coombs.

Class of 1912—Clara Wilde, Chester Earle.

Class of 1913—Antonia Godbout, Harold Stiegler.

Class of 1914—Winifred Barry, Jacob Tepper.

## CHANGES IN TEACHING CORPS, 1911.

## Teachers Elected in 1911.

School	Teacher.	Began Service.	Salary.
Special	Annie N. Koschitzky	Feb. 1	\$450
Union	Julia A. Wholey	Feb. 1	450
Amesbury	Helen G. Hyland	April 24	450
High	Kathrine Lindsay	Sept. 4	650
High	Virginia Belknap	Sept. 4	600
High	Walter Sidley	Sept. 4	800
High	Anna G. Stone	Sept. 4	600
High	Gertrude Shaughnessy	Sept. 4	600
Harrington	May I. Bresnahan	Sept. 4	450
Tarbox	Marguerite E. Riley	Sept. 4	450
Breen	Annie A. Finlay	Sept. 17	450
Washington	Helen M. Murphy	May 30	450
Packard	Emily Sawyer	Oct. 30	450

## Transfers of Teachers—1911.

TEACHERS	FROM	TO
John H. Higgins	Wetherbee	Breen
Anna Desmond	Packard	"
Katherine M. Nolan	Wetherbee	"
Alice B. O'Connell	"	"
M. Elizabeth Church	Packard	"
Edna L. Stratton	"	"
Julia T. Lenane	"	"
Katherine F. Callahan	Hampshire	"
Mary H. Callahan	Saunders	"
Margaret E. Tierney	Union	"
Grace Desmond	"	"
Carolyn G. Donovan	"	"
Elizabeth C. Miles	Essex	Bruce
Evelyn P. Hutchins	Packard	"
Jennie A. McManus	Master's Assistant	Acting Principal
Laurence J. O'Leary	Oliver	Hood
John J. Mahoney	Packard	Oliver
Cornelius F. Sullivan	High	Wetherbee
Helen M. Murphy	Washington	Cross
Jean U. Jeffrey	Hood	Tarbox
Annie N. Koschitzky	Special	Oak
Katherine M. Sidley	Warren St.	"
Elizabeth R. Sweeney	Special	Oliver
Mary J. Conway	Washington	Arlington
Alice O'Leary	Essex	Bruce

## RESIGNATION OF TEACHERS, 1911.

School.	Teacher.	Resignation Took Effect.	In Service.
High .....	M. Elizabeth Carroll	June 30	3 years
High .....	Emily Topham	June 30	3 years
Bruce .....	Jennie Kerr	Oct. 13	6 years

Bruce .....	Gertrude E. Fox	Oct. 22	6 years
Bruce .....	Helen M. Sawyer	June 30	6 years
Bruce .....	Wendell P. Brown	Dec. 22	16 years
Arlington .....	Grace F. Conway	June 30	22 years
Franklin .....	Ina P. Washburn	Dec. 19	5 years

## LEAVE OF ABSENCE OF TEACHERS, 1911.

School	Teachers	From	To
Oliver .....	Frances M. Brainerd,	Sept. 1911	June, 1912
Rollins .....	Emma M. Ramsay,	Sept. 1911	June, 1912
High .....	Helen C. Owens,	Sept. 1911	June, 1912
Amesbury St. ....	Alicia T. Quealy,	Jan. 1911	May, 1911
Wetherbee .....	Mary F. Collins,	Oct. 1911	March, 1912
Prospect St. ....	Elizabeth H. Stannard,	Nov. 1911	May, 1912

## SCHOOL CENSUS—SEPTEMBER, 1911.

	1911	1910	1909	1908	1907
Ward 1.....	2414	2469	2318	2023	2392
Ward 2.....	1716	1591	1607	1573	1606
Ward 3.....	1943	2073	1992	1940	2197
Ward 4.....	1757	1526	1744	2090	2038
Ward 5.....	2932	3136	2967	2864	2573
Ward 6.....	2689	2705	2612	2249	2394
<hr/>					
Totals.....	13,451	13,500	13,240	12,739	13,200

Decrease for 1911 over 1910— 49

Increase for 1911 over 1907—251

## WORK OF TRUANT OFFICERS.

1911.

	No. of schools visited.	No. of absences reported by teachers.	No. of absences without permission of parents.	No. of second offences.	No. of third offences.	No. of parents or guardians notified.	No. returned to school from the street.	No. of arrests.	No. of prosecutions.	Instances of tardiness investigated.
January	576	308	11	0	0	308	20	0	0	19
February	436	200	3	1	0	195	15	1	1	17
March	577	436	7	6	3	436	19	1	1	19
April	536	386	11	3	3	383	32	1	1	19
May	459	301	18	4	1	298	48	1	1	16
June	544	277	20	8	5	278	33	2	2	16
September	497	215	15	5	2	214	21	0	0	14
October	394	185	14	1	1	187	25	1	1	21
November	543	268	10	4	1	268	26	3	3	17
December	543	310	9	3	1	310	11	0	0	17
Totals	5105	2886	118	35	17	2877	250	10	10	175

Placed on Probation..... 5  
 Committed to Training School..... 5

### LABOR CERTIFICATES.

In the following tables will be found the number of labor certificates issued:—

Between 14 and 16 years of age.

	January	February	March	April	May	June	July	August	September	October	November	December	Total
Certificates issued	101	101	112	88	61	107	224	133	168	113	110	78	1401

Showing an increase for 1911 of 568.

Between 16 and 21 years of age.

	January	February	March	April	May	June	July	August	September	October	November	December	Total
Literates	189	139	161	110	121	190	147	195	1082	475	265	297	3371
Illiterates	30	36	55	31	45	41	50	96	249	207	137	77	1054
Totals	219	175	216	141	166	231	197	291	1331	682	402	374	4425

Increase for 1911—2875.

CONTAGIOUS DISEASES REPORTED BY BOARD  
OF HEALTH, 1911.

	January	February	March	April	May	June	September	November	October	December	Total
Diphtheria .....	17	7	14	8	4	5	12	12	13	15	107
Scarlet Fever..	12	12	6	4	17	7	16	9	11	11	105
Measles .....	29	33	48	43	44	38	0	2	0	1	238
Small Pox.....	0	0	0	0	1	0	0	0	0	0	1
Totals .....	58	52	68	55	66	50	28	23	24	27	451

## TEACHERS

*In Service December 20, 1911.*

(The Numerical Letters Designate the Grade.)

## HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

Name and Residence.	Salary.	Began Service
James D. Horne, Master, 7 Sheridan St.....	\$3,000	1894
Edward S. Riley, Sub-master, 6 Forest St.....	2,100	1892
Ada Lear, 82 Bradford St.....	1,200	1873
A. L. Fulkerson, Methuen.....	1,600	1895
Elizabeth O'Leary, 121 Haverhill St.....	1,200	1896
Alice B. Macdonald, 27 Holton St.....	1,200	1896
Ernest C. Jewell, 463 Lowell St.....	1,900	1897
Martha D. Tracy, 5 Oak St.....	1,000	1897
Susana T. O'Connor, 19 Logan St.....	1,000	1899
Bertha A. Merrill, 39 Abbott St.....	1,200	1901
Katherine R. Regan, North Andover.....	1,000	1901
Edward F. Cregg, 193 Bailey St.....	1,400	1902
Michael J. Mann, 7 Birch St.....	1,300	1904
Anna T. Mulholland, 393 Hampshire St.....	1,000	1904
Harriet C. Lord, 98 Ames St.....	1,000	1904
Noelia Dubrule, 56 Bradford St.....	1,000	1904
John A. MacGilvrey, 28 Orchard St.....	1,200	1905
Mary A. Driscoll, 24 Winthrop Ave.....	1,000	1906
Harriet Sleeper, 120 East Haverhill St.....	1,000	1906
Bertha E. Abercrombie, 104 Olive Ave.....	900	1906
Francis X. Hogan, 99 Farnham St.....	900	1908
Helen G. Mank, 556 Haverhill St.....	650	1909
Kathryn F. Ahern, 40 White St.....	650	1909
Ethel D. Woodcock, 411 Broadway.....	650	1909
Elizabeth A. Burns, 121 Haverhill St.....	700	1910
Helen C. Owens, 333 Haverhill St.....	600	1910
Anna G. Stone, North Andover.....	600	1911
Virginia W. Belknap, 160 Parker St.....	600	1911
Augustine J. Lawlor, 100 Bennington St.....	600	1911
Kathrine Lindsay, 121 Haverhill St.....	650	1911
Gertrude Shaughnessy, 119 Haverhill St.....	600	1911
Walter A. Sidley, 93 Bodwell St.....	800	1911

## OLIVER SCHOOL.

Haverhill Street (Opposite Lawrence Common.)

Grade.	Name and Residence.	Salary.	Began Service
VIII.	John J. Mahoney, Master, 16 Logan St.....	\$2,000	1903
VIII.	Katherine M. Kenney, 426 Park St.....	800	1881
VII.	Margareta T. O'Sullivan, 137 Lawrence St.....	750	1881
VII.	Emily V. Brooks, 12 Berkeley St.....	750	1895
VI.	Ella F. Arthur, 305 Lowell St.....	750	1898

VIII.	Maria T. Cogger, 265 Haverhill St.....	750	1899
VI.	May I. Lawlor, 100 Bennington St.....	650	1902
VI.	Mary E. Geraghty, 42 Summer St.....	650	1902
V.	M. Josephine Nichols, 164 Saratoga St.....	650	1904
VI.	Mary A. O'Sullivan, 164 Salem St.....	650	1905
VII.	Mary A. Herlihy, 19 Currier St.....	650	1905
VII.	Helen S. McGregor, 98 Berkeley St.....	600	1906
IV.	Alice W. O'Connor, 19 Logan St.....	600	1906
V.	Margaret L. Sullivan, 155 Saratoga St.....	550	1907
V.	Mary C. McGowan, 14 Berkeley St.....	550	1907
VII-VIII	Rosa H. Moeckel, 271 Andover St.....	550	1908
IV.	Edna M. McGowan, 14 Berkeley St.....	500	1909
IV.	Elizabeth G. Collins, 7 Jackson Terrace.....	500	1909
IV.	Elizabeth R. Sweeney, Andover.....	500	1910

## ALEXANDER B. BRUCE SCHOOL.

Ames Street (Between Olive and Byron Avenues.)

Grade.	Name and Residence.	Salary.	Began Service
	Wendell P. Brown, Master, 54 Smith St.....	\$2,200	1895
VIII.	Sarah A. Barlow, 48 Washington St.....	800	1887
VIII.	Mabel F. Noyes, Methuen.....	750	1890
VII.	Ida L. Freeman, 503 Haverhill St.....	750	1893
VII.	Minnie A. Brown, Auburn St.....	750	1895
VII.	Emma Stewart, 586 Haverhill St.....	750	1895
VIII.	Camelia A. Howe, Methuen.....	750	1896
VI.	Manora A. Bradford, 3 Park St.....	750	1896
VI.	Elizabeth Entwistle, 3 Caulkins Ct.....	750	1897
V.	Bertha L. Morse, 95 Franklin St.....	700	1905
V.	Elizabeth C. Miles, 20 Pearl St.....	650	1906
III.	Alice L. O'Leary, 426 Lowell St.....	650	1906
I.	Edna V. Haigh, 11 Holton St.....	550	1908
II.	Rose McCabe, 18 Byron Ave.....	500	1909
V.	Elizabeth Hendry, 17 Essex Ave.....	500	1909
IV.	Ethel Neal, 164 West St.....	650	1910
V.	Margaret Logan, 8 Hillside Ave.....	500	1910
VI.	Mary E. Weiss, 304 Lowell St.....	750	1910
VI.	Evelyn P. Hutchins, 44 Butler St.....	500	1910

## PACKARD SCHOOL.

Parker Street (Between Abbott and Bailey Streets.)

Grade.	Name and Residence.	Salary.	Began Service
	Jennie A. McManus, Acting Master, 291 S. B'w'y	\$1,000	1894
Asst.	Margaret G. Scanlon, 347 Salem St.....	750	1884
VIII.	Jessie E. Simpson, 92 Salem St.....	800	1895
VI.	Catherine G. O'Leary, 242 Salem St.....	750	1895
III.	M. Eva Russell, 29 Dorchester St.....	750	1899
III.	Helen F. Gainey, 1 Kingston St.....	750	1900
VI.	Mary E. Harrington, 110 Newton St.....	650	1902
VII.	Edith L. Whittmore, 5 Springfield St.....	650	1902
VII.	Julia N. Collins, 263 So. Broadway.....	700	1905
V.	Ellen M. O'Connell, 166 Bailey St.....	650	1906
V.	Emily G. Burke, 192 Boxford St.....	500	1909
IV.	Florence E. Hall, 394 So. Union St.....	500	1910
Asst.	Emily M. Sawyer, 67 Abbott St.....	450	1911

## JOHN BREEN SCHOOL.

Osgood Street, Corner of Andover Street.

Grade.	Name and Residence.	Salary.	Began Service
VIII.	John J. Higgins, Master, 2 Winthrop Ave.....	\$2,200	1901
III.	Anna H. Desmond, 15 Springfield St.....	800	1895
III.	Mary H. Callahan, 69 Exeter St.....	750	1896
VII.	Katherine M. Nolan, Andover.....	750	1898
V.-VI.	Edna L. Stratton, 69 Garfield St.....	700	1902
I.	Grace V. Desmond, 15 Springfield St.....	700	1902
VI.	M. Elizabeth Church, 48 Salem St.....	700	1903
II.	Margaret E. Tierney, 45 Salem St.....	700	1905
IV.	Julia T. Lenane, 65 Exeter St.....	600	1907
VII.	Alice B. O'Connell, 59 Osgood St.....	500	1909
III.-IV.	Katherine F. Callahan, 112 Newton St.....	500	1910
I.	Carolyn G. Donovan, 78 Salem St.....	500	1910
V.	Annie A. Finley, 136 Boxford St.....	450	1911

## JOHN R. ROLLINS SCHOOL.

Howard Street (Corner of Platt.)

Grade.	Name and Residence.	Salary.	Began Service
VIII.	Hector L. Belisle, Master, 23 Quincy St.....	\$2,200	1896
VII.	Mary Eastham, 33 Woodland St.....	750	1888
VIII.	Emma J. Baker, 22 Belmont St.....	750	1889
VII.	Maria Smith, 62 Belmont St.....	800	1891
VII.	Catherine L. Fitzpatrick, 283 High St.....	750	1894
VII.	Ellen C. Greene, 5 Haverhill St.....	750	1895
VI.	Isabel F. Robbins, 78 East Haverhill St.....	750	1896
VI.	Grace Wadsworth, 33 East Haverhill St.....	750	1896
V.	Lena A. Nolan, Andover.....	750	1898
VI.	Eleanor C. O'Connor, 19 Logan St.....	650	1903
	Susan B. Frost, 264 Jackson St.....	700	1906
Asst. V.	Nellie J. Finegan, North Andover.....	550	1908
IV.	A. Gertrude Fox, 5 Woodland St.....	550	1908
Asst.	Mary G. Conway, 126 Garden St.....	500	1910

## JOHN K. TARBOX SCHOOL.

Grade.	Name and Residence.	Salary.	Began Service
VIII.	Dennis E. Callahan, Master, 21 Lea St.....	\$1,900	1902
VIII.	Margaret M. O'Neil, 147 Franklin St.....	800	1895
VIII.	Katherine A. Hynes, Methuen.....	750	1897
V.	Margaret A. Brouder, 139 Arlington St.....	750	1898
VII.	Teresa M. Twomey, 180 Park St.....	750	1899
VI.	Nellie M. Reardon, 44 Manchester St.....	750	1899
VIII.	Mary F. Deacy, 51 Fern St.....	750	1900
V.	Laura A. D. Lord, 64 Newbury St.....	700	1903
VI.	Josephine M. McQuade, 142 Saratoga St.....	700	1903
VII.-VIII.	Jean U. Jeffrey, 42 Holly St.....	550	1908
V.	Annie Daly, 243 Haverhill St.....	500	1909
VI.	Elizabeth Ollis, 273 Haverhill St.....	500	1910
VII.	Katherine L. Moynihan, Andover.....	500	1910
VII.	Marguerite A. Riley, 31 Spruce St.....	450	1911

## EMILY G. WETHERBEE SCHOOL.

Newton Street.

Grade.	Name and Residence.	Salary.	Began Service
VIII.	Cornelius J. Sullivan, Master, 46 Saunders St.....	\$1400	1906
VII.	Mary F. Collins, 9 Winthrop Ave.....	800	1893
VI.	Nora R. O'Neil, 320 Ames St.....	750	1897
VIII.	Lauretta M. McCabe, 17 Margin St.....	750	1899
VII.	Ellen T. Holland, 15 Brookfield St.....	750	1900
V.	Mary F. Hines, 8 Winthrop Ave.....	700	1902
V.	Elizabeth F. Donovan, 78 Salem St.....	700	1903
IV.	Ella M. Hayes, 9 Warren St.....	700	1905
IV.	Margaret T. Donovan, 94 Bradford St.....	700	1906
VI.	Gertrude F. Curtis, 320 Ames St.....	700	1907
Asst.	Annie M. Waters, 121 S. Union St.....	450	1911

## GILBERT E. HOOD SCHOOL.

(Lawrence Practice School.)

Park and Bruce Streets.

Grade.	Name and Residence.	Salary.	Began Service
	Laurence J. O'Leary, Master, 19 Swan St.....	\$2,100	1901
	Ella F. Eastman, Critic Teacher, 54 Berkeley St.	1,100	1880
	Annie L. O'Connor, Critic Teacher, 10 Whitman St .....	1,100	1893
	Emma J. Greenwood, Critic Teacher, 184 Jack- son St .....	1,100	1896
VIII.	Mary A. Mahoney, North Andover.....	900	1893
VIII.	Nellie S. Winchester, 31 East Haverhill St.....	850	1894
V.	E. Mabel Andrews, 5 Kendrick St.....	850	1895
VII.	H. Frances McDonald, North Andover.....	850	1896
IV.	Ellen C. Tobin, 480 Haverhill St.....	850	1898
III.	Ethel C. Ramsey, 293 Jackson St.....	850	1898
VII.	Grace L. Conlin, 10 Albion St.....	850	1901
VI.	Laura K. Prescott, 690 Haverhill St.....	850	1901
I.	Ada B. Locke, 177 Ferry St.....	800	1905
VIII.	Agnes M. Finegan, North Andover.....	700	1905

## DANIEL SAUNDERS SCHOOL.

South Broadway (Near Andover Street.)

Grade.	Name and Residence.	Salary.	Began Service
III.	Julia P. Tompkins, Principal, 41 South St.....	\$ 850	1866
III.	Carrie J. Pingree, 259 Andover St.....	750	1881
I.	Josephine A. Kelley, 6 Winthrop Ave.....	750	1893
I.	Neillie S. Stackpole, 66 Abbott St.....	750	1893
III.	Molly B. Marsh, 334 Andover St.....	750	1895
II.	Margaret G. O'Brien, 23 Cross St.....	750	1898
II.	Jennie M. Quealy, 379 Haverhill St.....	750	1899
I.	Z. Alice McKenney, 245 Boxford St.....	750	1900
II.	Mary A. Wholey, 8 Kingston St.....	550	1908

## UNION STREET SCHOOL.

Andover Street (Corner South Union Street.)

Grade.	Name and Residence.	Salary.	Began Service
II.	Mary A. Kehoe, Principal, 8 Tremont St.....	825	1882
II.	Sarah E. Webster, 318 Andover St.....	750	1881
II.	Maud Vatter, 22 Albion St.....	750	1891
I.	Ella M. Churchill, 11 Cedar St.....	750	1899
I.	Margharita C. Connor, 30 Osgood St.....	750	1899
I.	Lillian B. Haverty, 279 So. Broadway.....	700	1905
Asst.	Julia E. Wholey, 44 Coolidge St.....	450	1911

## ARLINGTON SCHOOL.

Tenney Street.

Grade.	Name and Residence.	Salary.	Began Service
IV.	Bridget A. Halley, Principal, 46 Avon St.....	\$850	1887
III.	Letitia Wilcox, North Andover.....	750	1896
III.	Katherine W. Murray, 16 Highland St.....	750	1898
III.	Mary M. Butler, 93 Bradford St.....	750	1899
II.	Jessie R. Brown, Auburn St.....	750	1901
II.	Ellen M. Murphy, 128 Franklin St.....	700	1904
I.	Mary J. Conway, 264 Chestnut St.....	700	1905
I.	Elsie Eastham, 13 Whitman St.....	650	1906
IV.	Katharyn M. Mahoney, 39 Willow St.....	550	1908
Asst.	Elizabeth A. Moss, 81 Arlington St.....	500	1910

## PARK STREET SCHOOL.

Park Street (Between Lexington and Trenton Streets.)

Grade.	Name and Residence.	Salary.	Began Service
IV.	Georgia Patterson, Principal, 211 Bruce st....	\$850	1877
IV.	Elizabeth J. Callahan, 1 Albion St.....	750	1883
I.	Helen S. Chubb, 149 Berkeley St.....	750	1891
II.	Florence L. Abbott, 50 Thorndike St.....	750	1895
Asst.	Margaret G. Kennedy, 49 Willow St.....	750	1897
II.	Agnes A. Ashe, Methuen.....	750	1898
III.	Mary E. Corkhill, 244 Park St.....	750	1901
I.	Margaret M. Griffin, 19 Durant St.....	700	1902
III.	Mary L. Scanlon, 10 Lexington St.....	750	1904

## PROSPECT STREET SCHOOL.

East Haverhill Street (Corner of Prospect Street.)

Grade.	Name and Residence.	Salary.	Began Service
III.	Fanny H. Stratton, Principal, 126 E. Haverhill St.	\$800	1876
I.	Elizabeth H. Stannard, 118 E. Haverhill St....	750	1885
I.	Martha J. Sargent, 168 E. Haverhill St.....	750	1888

II.	Nora G. Cullinane, 17 Currier St.....	700	1903
Asst.	Anna M. O'Connell, 64 E. Haverhill St.....	600	1907
Asst.	Gertrude F. Hartwell, 167 Abbott St.....	500	1910

## STORROW SCHOOL.

Storrow Street (Near Storrow Park).

Grade.	Name and Residence.	Salary.	Began Service
V.	Hattie B. Collins, Principal, 110 E. Haverhill St.	\$825	1876
III.	Alice L. Trott, Howard St.....	750	1891
III.	Margaret W. Mowatt, 76 East Haverhill St....	750	1897
VI.	Annie M. Fisher, 115 Newbury St.....	700	1903
II.	E'lisabeth J. Hartwig, 154 Newbury St.....	700	1905
IV.	Helen Campbell, 19 Howard St.....	650	1906
Asst.	Mary L. Greene, 5 Haverhill St.....	650	1906
Asst.	Katherine A. Regan, 32 Storrow St.....	650	1906
Asst.	Rose M. Maguire, 53 Wilmot St.....	500	1909
Asst.	Ruth M. Daniels, 44 Summer St.....	500	1910
Asst.	Maybelle Mowat, 76 East Haverhill St.....	650	1910

## WALTON SCHOOL.

Methuen Street (Corner of Newbury Street).

Grade.	Name and Address.	Salary.	Began Service
II.	Marv J. Shinnick, Principal, 44 Osgood St....	\$800	1897
II.	Nellie L. Stoddard, 86 Jackson St.....	750	1877
I.	Bessie G. Gainey, 1 Kingston St.....	750	1901
I.	Hannah T. Curtin, 2 Daisy St.....	700	1903
Asst.	Anastasia G. O'Brien, 53 Bennington St.....	700	1903
Asst.	Mabel J. Connor, 52 Montgomery St.....	550	1908
Asst.	Katherine B. Driscoll, 80 Kingston St.....	550	1909

## NEWBURY STREET SCHOOL.

Corner of Newbury Street and Newbury Place.

Grade.	Name and Residence.	Salary.	Began Service
IV.	Ellen L. Toye, Principal, 240 Andover St.....	\$800	1882
IV.	Vesta E. Shackford, 61 Newbury St.....	750	1883
III.	Alice E. Gill, 48 Vine St.....	750	1897
III.	Enah I. Orff, 190 Baily St.....	550	1903
IV.	Grace Sampson, 73 Myrtle St.....	550	1908

## HARRINGTON SCHOOL.

Newbury Street (Corner Elm Street).

Grade.	Name and Address.	Salary.	Began Service
III.	Leslie Dana, Principal, 7 East Haverhill St....	\$800	1876
II.	Florence D. Hall, 100 Saunders St.....	750	1884
II.-I.	Margaret E. Loftus, 114 East Haverhill St....	750	1893

Asst.	Annie F. Driscoll, 80 Kingston St.....	500	1909
Asst.	Katherwn M. Sullivan, 155 Saratoga St.....	500	1909
Asst.	Alice Eastham, 13 Whitman St.....	450	1910
Asst.	May I. Bresnahan, 3 Perry Ave.....	450	1911

## AMESBURY STREET SCHOOL.

Amesbury Street (Corner Lowell Street).

Grade.	Name and Address.	Salary.	Began Service
II.	Mary E. Leary, Principal, 203 Haverhill S.....	\$800	1888
II.	Genevieve M. Tierney, 21 Tremont St.....	750	1895
II.	Mary G. Brogan, 20 Avon St.....	750	1897
I.	Katherine A. Twomey, 180, Park St.....	700	1903
I.	Alicia T. Quealy, 379 Haverhill St.....	700	1905
Asst.	Mary Maloney, 53 Holly St.....	550	1909
Asst.	Bessie Knapton, 24 Yale St.....	500	1909
Asst.	Mona Shea, 35 Bevel St.....	500	1910
Asst.	Helen G. Hyland, 155 Prospect St.....	450	1911

## HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

Grade.	Name and Address.	Salary.	Began Service
V.	Emma F. Hutchinson, Principal, 126 Franklin St	\$800	1881
IV.	Josephine L. Chase, 13 Morton St.....	750	1882
III.	Anna C. Lane, 91 Bennington St.....	750	1895
III.	Helen G. Kennedy, 23 Wilmot St.....	750	1896
Asst.	Nettie Murray, 334 Ames St.....	700	1905
Asst.	Mary L. Singleton, 220 Bruce St.....	500	1910

## CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

Grade.	Name and Address.	Salary.	Began Service
V.	Margaret S. Brown, Principal, 235 Jackson St..	\$800	1899
IV.	Mattie M. Hatch, 19 Wyman St.....	750	1892
IV.	Ellen G. Dunn, 83 Cross St.....	750	1894
V.	K. Agnes Donovan, 50 Bradford St.....	700	1902
Asst.	Mary P. O'Sullivan, 102 Auburn St.....	450	1911

## FRANKLIN SCHOOL.

Franklin Street (Corner of Lowell Street).

Grade.	Name and Address.	Salary.	Began Service
III.	Caroline G. Donovan, Principal, 56 Bradford St.	\$800	1894
II.	Edith M. Messer, 579 Haverhill St.....	750	1887
I.	Margaret L. Shanahan, 60 Avon St.....	750	1896

I.	Mary E. Clifford, 355 Haverhill St.....	700	1905
Asst.	Ina P. Washburn, 284 Broadway.....	650	1906
Asst.	Eva O'Sullivan, 29 Tremont St.....	500	1909
Asst.	Frances T. Finegan, North Andover.....	500	1910

## ESSEX SCHOOL.

Grade.	Name and Residence.	Salary.	Began Service
III.	Annie M. Kennedy, 343 Ames St.....	\$900	1900
III.	Florence E. Griffin, 340 Haverhill St.....	750	1878
IV.	Eleanor F. Sullivan, 8 Reservoir Terrace.....	750	1900
IV.	Daisy E. Stevens, 16 Lowell Terrace.....	700	1902
IV.	Lillian Holtham, 67 Bodwell St.....	700	1903
IV.	Emma F. Churchill, 11 Cedar St.....	700	1904
III.	Mary G. McCabe, 18 Byron Ave.....	700	1905
IV.	Bertha E. Holtham, 67 Bodwell St.....	700	1905

## WARREN STREET SCHOOL.

## Warren Street (Near Essex Street).

Grade.	Name and Residence.	Salary.	Began Service
I.	Lydia H. Mahoney, 165 Margin St.....	\$750	1901
II.	Maude Gorman, 6 Royal St.....	700	1903
III.	I. Mae Magoon, 26 Butler St.....	700	1903

## LOWELL STREET SCHOOL.

## Warren Street (Corner Lowell Street).

Grade.	Name and Residence.	Salary.	Began Service
II.	Mary A. Dame, Principal, 614 Haverhill St....	\$800	1873
II.	Anna S. Lane, 121 Butler St.....	750	1880
I.	Anna J. Murray, 39 Warren St.....	750	1895
I.	Cora A. Miles, 20 Pearl St.....	700	1902

## RIVERSIDE SCHOOL.

## School Street (Corner Doyle Street).

Grade.	Name and Address.	Salary.	Began Service
II.	Florence Smith, Principal, 555 Haverhill St..	\$800	1885
II.	Grace E. Kingston, 58 Bellevue St.....	750	1894
I.	Ellen L. McCartin, 50 Warren St.....	750	1901
I.	Elsie R. Houston, 216 Broadway.....	750	1901

## WASHINGTON SCHOOL.

## Manchester Street (Corner Washington Street).

Grade.	Name and Residence.	Salary.	Began Service
III.	Elizabeth F. Devlin, Principal, 106 Auburn St..	\$825	1886
II.	Lizzie M. Crabtree, 97 Greenwood St.....	750	1892
I.	Mabel J. Cheney, North Andover.....	750	1894
II.	Sara A. White, 48 Holly St.....	750	1897

III.	Elizabeth S. McGregor, 98 Berkeley St.....	750	1899
I.	Alice V. Fitzgerald, 213 Carleton St.....	750	1900
Asst.	Josephine E. Lawlor, 100 Bennington St.....	700	1905
Asst.	Mary M. Quealy, North Andover.....	700	1910

## OAK STREET SCHOOL.

Oak Street (Rear of Oliver School).

Grade.	Name and Residence.	Salary.	Began Service
III.	Anna F. Churchill, Principal, 16 Graichen Ter..	\$825	1902
II.	Alice T. Keefe, North Andover.....	750	1900
I.	Rachael H. Stannard, 118 E. Haverhill St.....	700	1901
III.	Agnes E. English, 53 Holly St.....	700	1903
II.	Elizabeth Lawlor, 100 Bennington St.....	700	1903
III.	Marie McDonnell, 83 Lexington St.....	650	1906
I.	Margaret G. Mahoney, 49 Avon St.....	650	1906
I.	Mary G. Griffin, 19 Durant St.....	550	1909
Asst.	Leslie Willan, 105 Greenwood St.....	500	1909
Asst.	Jemima Prescott, 690 Haverhill St.....	500	1910
Asst.	Katherine E. Sidley, 93 Bodwell St.....	500	1910
Asst.	Annie Koschitzky, 88 Abbott St.....	450	1911

## SPECIAL SCHOOL FOR NON-ENGLISH SPEAKING PUPILS.

Oak Street.

Name and Address.	Salary.	Began Service
Gertrude L. O'Connell, Principal, 59 Osgood St.....	\$825	1903
Anna A. Murphy, 89 Bromfield St.....	650	1905
Gertrude V. O'Sullivan, 164 Salem St.....	550	1908
Mary G. Ferrin, 81 Lawrence St.....	550	1908
Louise A. Bishop, 60 Phillips St.....	550	1908
Anna A. Gens, 91 Park St.....	550	1908
Grace M. Coveney, 411 Andover St.....	500	1909

## DIRECTORS OF MUSIC.

Name and Address.	Salary.	Began Service
W. W. Keays, Melrose .....	\$650	1875
Mary E. Mahoney, 182 Hampshire St.....	1,100	1899
Aloyse Mahoney, 182 Hampshire St.....	650	1910

## DIRECTORS OF DRAWING.

Name and Address.	Salary.	Began Service
A. W. Scribner, 10 Pearl St.....	\$1,800	1891
Annie T. McCarthy, 347 Haverhill St.....	1,050	1902
Mary E. Looney, 21 Belmont St.....	650	1910

## PRIMARY SUPERVISOR AND DIRECTOR OF PRACTICE.

Name and Address.	Salary.	Began Service
Lelia M. Lamprey, 16 Quincy St. ....	\$1,900	1883

## TEACHERS OF SEWING.

Name and Address.	Salary.	Began Service
Etta S. Newton, 41 Vine St.....	750	1886
Gertrude M. Joyce, 34 Berkeley St.....	750	1886
Eleanor E. Quealy, 379 Haverhill St.....	750	1901
Mary Doyle, 32 Willow St.....	600	1907
Grace E. Holden, 61 Cambridge St.....	550	1908

*EVENING SCHOOL TEACHERS.*JOHN J. MAHONEY, *Supervisor.*

## HIGH SCHOOL.

DANIEL A. ARUNDEL, Principal.

Mary Bailey	Josephine McQuade
Emily Brooks	Rosa Moeckel
Julia N. Collins	Anna T. Mulholland
Henry F. Collins	John P. Mulholland
Grace L. Conlin	Mabel Mullen
John J. Deacy	Daniel A. Norton
Laura G. Farnham	Michael S. O'Brien
Michael A. Flanagan	Margareta O'Sullivan
James A. Gavin	Lillian Randlett
Charles Hanrahan	Edward S. Riley
Mary Herlihy	M. Ida Ryan
William J. Hughes	C. F. Sullivan
Helen G. Mank	Ellen C. Tobin
Arthur P. McCormick	John C. Twomey
Maurice A. McLaughlin	Nellie S. Winchester

*Drawing.*

A. W. Scribner.

A. L. Fulkerson.

Henry Rogers.

## OLIVER SCHOOL.

JOHN C. SANBORN, Principal.

HUGH McCONNER, Assistant Principal.

WILLIAM J. DELANEY, Assistant Principal.

GEORGE McLANE, Assistant Principal.

Arthur Auger	Elsie A. Marsden
Gertrude E. Ball	Frances C. McCarthy
Z. A. Berthiaume	Marie McDonnell
Grace E. Calnan	Mary A. McSweeney
Sabina P. Collins	Anna A. Murphy
Elizabeth H. Elliott	Mary G. O'Brien
Elizabeth A. Delaney	Louise M. O'Connell
William J. Delaney	Alice L. O'Leary
Agnes Donovan	Gertrude V. O'Sullivan
Annie C. Duggan	Angelo Perez
Mary G. Ferrin	Helen M. Reed

Margaret L. Finegan  
Anna A. Gens  
Gertrude Hanrahan  
Grace M. Hanrahan  
Lillian B. Haverty  
Evelyn P. Hutchins  
Helen M. Jeffrey  
Cecelia R. Kennedy  
May Lawlor  
Mary Linehan  
Katherine Lonergan  
Katharyne Mahoney  
Valeda E. Marier

Katherine A. Regan  
Elizabeth A. Reid  
Emily M. Sawyer  
Annie S. Sheehy  
Frances R. Shinnick  
Mary Sirois  
Alice S. Todd  
Katherine A. Twomey  
Mary A. Twomey  
Annie M. Waters  
Alice G. Weiss  
Isabel M. Weldon

## ESSEX SCHOOL.

ELIZABETH C. MILES, Assistant-in-Charge.

Cora A. Miles

Elizabeth Hendry

PACKARD SCHOOL.

LUKE J. DEVANEY, Principal.

T. H. Vincent. Frances Donovan. Abbie G. Bateman.

## TRUANT OFFICERS.

James R. McGowan, 14 Berkeley St.

Edwin J. Cate, 142 Howard St.

Michael Sullivan, 85 East Haverhill St.

### SUPERINTENDENT'S CLERK.

Ida Ryan, 3 Concord St.

## CLERK IN THE OFFICE OF THE HIGH SCHOOL.

Margaret G. Buckley, 23 Clinton Ct.

## SCHOOL JANITORS—DECEMBER, 1911.

School.	Name.	Residence.
High and Manual Training	Andrew Dunn	21 Buswell St.
Amesbury St.	Patrick Fitzpatrick	28 Trenton St.
Arlington	Michael McCarthy	55 Osgood St.
Breen	Martin Redmond	277 Elm St.
Bruce	Michael J. Hayes	156 Walnut St.
Cross St.	William J. Danahy	129 Boxford St.
Essex	William S. Ford	38 Oliver Ave.
Franklin	Michael J. Haggerty	40 Cedar St.
Hampshire St.	R. G. Newton	9 Merrimack V'w.
Harrington	Michael J. Haggerty	40 Cedar St.
Hood	Michael P. Higgins	16 Berkeley St.
Lowell St.	John W. Carroll	290 Jackson St.
Newbury St.	John Dolan	208 Bruce St.
Oak St.	William Butler	32 Warren St.
Packerd	John W. Carroll	290 Jackson St.
Park St.	Martin Redmond	277 Elm St.
Prospect St.	Michael J. Clark	82 Haverhill St.
Riverside	Albert I. Alexander	30 Farnham St.
Rollins	Michael P. Higgins	16 Berkeley St.
Saunders	Martin Egan	6 Lexington St.
Special	R. G. Newton	9 Merrimack V'w.
Storrow	Waldo H. Lesure	5 Home St.
Tarbox	M. F. Donovan	446 Andover.
Union St.	Richard Walsh	211 Elm St.
Walton	Patrick Moran	125 Essex St.
Warren St.	William A. Summers	570 Haverhill St.
Washington	Thomas J. McLaughlin	52 Cambridge St.
Wetherbee	Patrick Moran	125 Essex St.
	William Butler	32 Warren St.
	Michael J. Hayes	156 Walnut St.
	Daniel J. Donovan	274 Salem St.

## SCHOOL CALENDAR.

1911-1912.

School year commences on the Wednesday following Labor Day.

Length of school year, forty weeks.

## Vacations

From December 22 to January 2.

From February 21 to March 4.

From April 26 to May 6.

## Length of Sessions

## In Elementary Schools

From 8:30 A. M. to 11:15 A. M.

From 1:45 P. M. to 3:45 P. M.

In the High School

From 8:15 A. M. to 1:00 P. M.

Holidays.

New Year's Day, Washington's Birthday, Good Friday, Patriot's Day, Memorial Day, Columbus Day, Thanksgiving Day and the Friday following.

Evening Schools.

Term begins the first Monday in October.

Length of Term.

Elementary Schools, twenty weeks.

Three evenings each week.

High School, and

High School Preparatory, twenty-four weeks.

Three evenings each week.

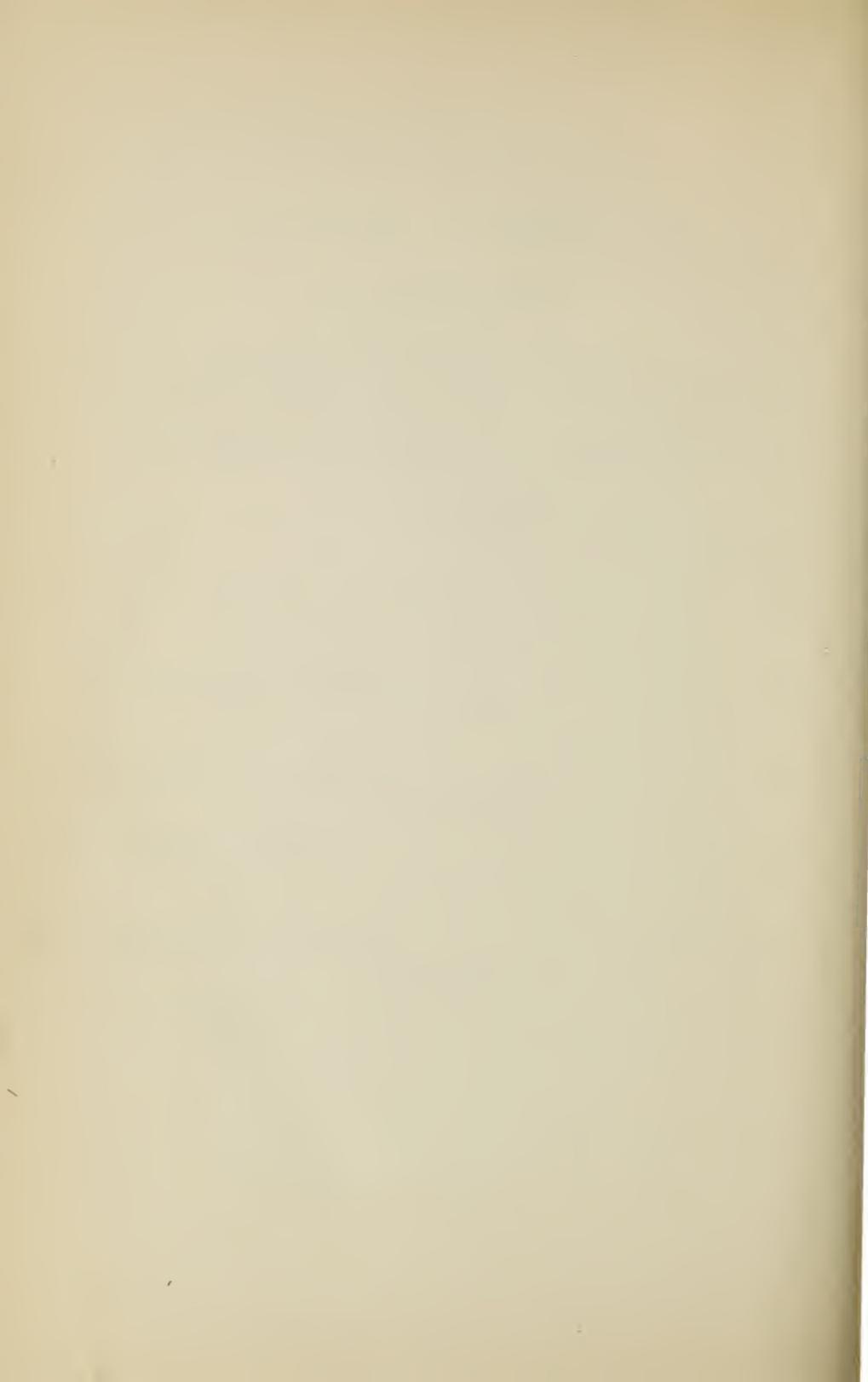
## SCHOOL COMMITTEE FOR 1912

HON. MICHAEL A. SCANLON, MAYOR, *Chairman ex-officio.*  
DANIEL A. ARUNDEL, *Vice Chairman.*  
BERNARD M. SHERIDAN, *Secretary of the Board.*

### MEMBERS.

	Term Exp.
HON. MICHAEL A. SCANLON, 50 Hillside Ave.	1913
CLINTON O. ANDREWS, 5 Kendrick St.	1913
DANIEL A. ARUNDEL, 6 Winthrop Ave.	1912
JOHN J. BREEN, 24 Buswell St.	1913
MICHAEL A. LANDERS, 15 Walnut St.	1912





SIXTY-SIXTH  
ANNUAL REPORT  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF LAWRENCE  
MASSACHUSETTS



1912

# SCHOOL COMMITTEE FOR 1912

---

HON. MICHAEL A. SCANLON, MAYOR, *Chairman ex-officio.*  
DANIEL A. ARUNDEL, *Vice Chairman.*  
BERNARD M. SHERIDAN, *Secretary of the Board.*

---

## MEMBERS.

	Term Exp.
HON. MICHAEL A. SCANLON, 50 Hillside Ave.	Dec. 1913
CLINTON O. ANDREWS, 5 Kendrick St.	Dec. 1913
DANIEL A. ARUNDEL, 6 Winthrop Ave.	Dec. 1912
‡JOHN J. BREEN, 24 Buswell St.	
*AUGUSTINE X. DOOLEY, 144 Jackson St.	Dec. 1913
DR. MICHAEL A. LANDERS, 15 Walnut St.	Dec. 1912

---

\*Elected Oct. 1, to fill the unexpired term of John J. Breen.

‡Succeeded by Augustine X. Dooley, Oct. 1, 1912.

# Report of the Superintendent of Schools

THE LAWRENCE SCHOOL COMMITTEE.

GENTLEMEN:—

In compliance with your regulations, I submit the following as a report for the year 1912, being the sixty-sixth in the series of annual school reports.

## I. FINANCIAL.

*Note: The Lawrence Independent Industrial School is not included in either the financial nor the attendance tables which follow. A report of this school is printed in a separate chapter.*

### (1) Appropriation and Receipts.

The sum of \$320,000 was appropriated for the use of the School Committee during 1912. A separate appropriation of \$3,650.28 was made and expended for the purchase and equipment of two portable school buildings.

Receipts from all sources (excluding receipts on account of the Industrial School, as above noted) amounted to \$1,537.50. Of this \$1,456 was obtained from tuition of non-resident pupils, \$818 in the day schools and \$638 in the evening schools.

### (2) Expenditure.

#### (a) For maintenance.

Three hundred and nine thousand seven hundred and thirteen dollars and twenty-nine cents was the sum spent for maintenance. This does not include the cost of the portable buildings, nor any part of the cost of running the Industrial School. The expenditure for 1912 exceeded that of 1911 by \$955.94.

#### (b) For all purposes.

In addition to the cost of maintenance, \$12,255.70 was expended under the direction of the Department of Public Build-

ings. Interest charges on school house bonds, and the redemption of such part of them as matured during the year consumed \$30,400 more. So that the city spent for all school purposes, not including the cost of the Industrial School, the sum of \$356,019.27. This exceeds the amount spent in 1911 by \$9,240.73, and represents an outlay of \$4.72 on each thousand dollars of valuation.

(3) *Apportionment of Expenditure.*

Of the \$309,713.29 expended for school maintenance, over 79% went to pay teachers, 13% was spent for fuel and care of school houses, 3½% for books and supplies, 2½% for cost of general administration, and 1½% for minor miscellaneous expenses.

(4) *Per Capita Cost.*

It cost \$35.78 to give a year's schooling for each pupil in the average membership of the day schools for the year 1912. It cost \$29.92 for each pupil in the grades, and \$52.76 for each pupil in the high school.

## II. NUMERICAL.

(1) *Buildings, Classrooms and Teachers.*

The work of the schools has been carried on in twenty-nine buildings. Two hundred and thirty-two regular classrooms are in use. At the present writing (December, 1912) three hundred and ninety-six teachers are employed. Of these three hundred and seven are employed in the day schools and eighty-nine in the evening schools. Thirty-nine day school teachers are also employed in the evening schools. There are twenty-one men teachers among the three hundred and seven teachers employed in the day schools.

(2) *Length of the School Year.*

During the calendar year of 1912 the schools were actually in session one hundred and eighty-eight and one-half days. Seven days were omitted because of holidays, five by special vote of the

Board, and one-half day because of stormy weather. Out of a year of forty weeks, the schools were actually in session  $37\frac{7}{10}$  weeks.

(3) *School Membership and Attendance.*

During 1912 there were 10,840 different children enrolled. The average membership for the year was 8,528.83, and the average attendance was 8,027.47. This is an increase of about 150 pupils over last year.

There are 8,948 pupils attending school now, an increase of nearly four hundred over last December. The high school numbers 851.

The evening high school has 689 pupils. There are 332 in the high school preparatory classes, of whom 256 are taught in the high school building. Twelve hundred and eighty-three are attending the elementary schools. Most of these are illiterate minors compelled by law to attend evening schools.

(4) *Size of Classes.*

The average number of pupils to a teacher in the grades, reckoned on the customary basis, is at the present time 32.4. Last year at this time it was 30.5. We have now returned to the average of four years ago. In sixteen of the buildings, the average is higher than 32.4, and in twelve it is lower. All the grammar schools except one, exceeds the average in the size of their classes. Thirty-six rooms have less than thirty pupils. One hundred fifteen classes have over thirty and less than forty-one. Only thirty-six rooms taught by one teacher has more than forty pupils. Twenty-nine rooms require two teachers because of excessively large classes.

(5) *Progress Through School.*

In June 132 pupils were graduated from the high school, and 487 were graduated from the grammar schools. Of these 487 grammar school graduates 308 entered the high school in September. At the same time, 1,325 children entered school for the first time.

At the end of the school year in June out of 7,303 children in the grades at that time, 6,236 were advanced a grade. 137 were advanced two grades. Trial promotion was given to 211 pupils. 719, or 10 percent of the whole number on the June list, were marked to repeat their grade. Nearly half of these were pupils in the first grade. Six years ago 1,299 children, or 18% of the pupils on the June list that year, failed of promotion. The schools have in this respect made a strong gain in efficiency.

In the high school, 691 of the 732 on the June list were advanced a year. Forty-one lost promotion. Thirty of these were in the first year class.

At the present time 668 pupils are repeating their grade work, or 9% of the number belonging. Nearly half of this number of repeaters (322) are spending a second year in the first grade.

A full discussion of the promotion problem will be found in a subsequent chapter of this report.

#### (6) *Distribution of Pupils.*

##### (1) *In the Different Grades.*

At the present time there are 8,948 pupils in all the public schools, not counting the Industrial School. Of these 851 are in the high school, and 8,097 in the elementary schools. One hundred seventeen are ungraded, being pupils in the special classes for non-English speaking children.

46% of all are in the three primary grades.

22% of all are in the two intermediate grades.

22% of all are in the three grammar grades.

10% of all are in the high school.

##### (2) *Geographically.*

1,469 pupils, an increase of 13 over last year, are in District No. 1, comprising the Rollins, Storrow, Prospect St., and Hood schools.

1,008 pupils, an increase of 60 over last year, are in District No. 2, comprising the Tarbox, Arlington and Park St. schools.

1,184 pupils, an increase of 67 over last year, are in District No. 3, comprising the Bruce, Essex, Warren St., Lowell St. and Riverside schools. This increase includes a class of 37 transferred from the central district.

534 pupils, a decrease of 23 from last year, are in District No. 4, comprising the Wetherbee and Saunders schools.

1,005 pupils, an increase of eight over last year, are in District No. 5, comprising the Packard, Breen and Union St. schools.

2,897 pupils, an increase of 280 pupils over last year, are in District No. 6, comprising the eleven schools in the central portion of the city — the Amesbury St., Cross St., Franklin, Hampshire St., Harrington, Newbury St., Oak St., Oliver, Special, Walton and Washington schools.

### III. EDUCATIONAL.

In the two preceding chapters I have briefly sketched some of the interesting facts of the year's work, so far as they can be expressed in what may be called their quantitative aspect. But the qualitative side of our work is much more important. It is the *quality* of the education we give our boys and girls that gives significance to all the rest. To read that the per capita cost for a single school or a whole city school system is so many dollars and cents gives in itself no assurance that the instruction was worth the price. It may not have been worth the price, and it may have been worth much more than the price. Sometimes the school which costs the most, on the basis of the cost per pupil, is giving instruction inferior to one which costs considerably less. What I mean is, that one cannot judge by the cost of a school or of a school system the excellence of its work. It is not enough to know how much money is being spent. We should know how much we are getting for our money. That depends upon what goes on inside the school room. That is where all expenditure functions. That is where we get our money's worth, or fail to get it. It is much the same with numbers. It is of a good deal

I thought it best to have a mid  
or two, on a little donkey which  
took up about 10 minutes.

A Recitation of the Deed  
and other Essays, was written  
by Charles Dudley Warner.  
Lately, in school, we have  
been reading this beautiful  
interesting book.

Frank G. Foster

less importance to know how many children there are in a school than it is to know what kind of teaching they are getting there.

Lawrence has so far practically confined its teaching in the elementary schools to the Three Rs. I do not say that we have been wise in so limiting our curriculum, but within the narrow field we are working, I doubt if any school system has made more substantial gains than ours has, within the last three or four years, in the teaching of reading, writing and arithmetic.

(a) *Reading.*

Our ideals and methods of teaching reading have radically changed. Children read earlier, read better, and read more. Where children formerly read a single book a year in the primary grades, they now easily read eight or ten. Modern methods are characterized by an early mastery of the mechanical part of the work and a much earlier introduction into real reading. Stress is now laid upon reading to learn, rather than upon learning to read, and the child goes to his task of reading with as much delight as he formerly had when he was being read to. Methods are used and reading material selected by means of which the necessary training in word recognition through phonetics and the drill on words, which is absolutely indispensable at the beginning, are joined to such a sustained interest in the story that the child's own desire to read is aroused and strengthened at every step. The books selected for reading provide subject matter that is most varied, and of the kind that all children love. There are rhymes, fables, fairy stories, myths, legends, poems, stories of animals and of children, all within the range of the learner's understanding and appreciation, his interests, his experience and his imaginative resources. The books are prepared by people who understand children, and with a subtle dramatic art which goes far toward securing natural feeling and expression, even from the first attempts at reading. The desire to dramatize is instinctive with children. It is through such play that a child develops and gives scope to his imagination and the life that is developing within him. Dramatization has great educational value for children.

Sing on holy author of heaven,  
Sing on to our peace and tears,  
Sing peace to thy heart - of nations,  
Sing joy to our swift flying arrows.

This is an specimen of  
the Palmer Method Penmanship.  
It combines legibility, rapidity,  
ease and endurance.  
Elizabeth Bushot Green School

Through it they see and feel each incident, and are for the time being the people — fairy, king, or hero — that they impersonate. This dramatic instinct in children is used to the full by the writers of modern reading books. Appropriate expression comes of itself. No one realizes so well as the primary teacher herself what a transformation the new reading methods have wrought in the oral reading. A few years ago she believed there was no hope of getting expression in the early stages of reading, and was weakly resigned to the monotony of word-calling. Now all that is changed, and no one is happier over the result than the primary teacher herself.

In modern school book making, the pictures are of no small importance. Not only do they adorn the page, satisfying the eye with their artistic drawing and coloring, but they also tell the story and thus are of incalculable help to the child's interpretation of the text. They are full of action, and frequently supply a human, and often a humorous element, that greatly adds to the child's interest and appreciation.

The time has not been long enough for the full effect of the vastly improved reading to have reached the upper grammar grades, but it is bound to be felt strongly there in the near future. Each year sees an output in reading matter for the older pupils which maintains the interest and liveliness which has been brought into the earlier reading books. The whole aim throughout is to cause children not only to learn to read well, but to love to read and to create a taste for good reading which shall follow them all the days of their life.

(b) *Writing.*

The Palmer System of business writing has now been in force long enough to demonstrate the value of the system. It has proven perhaps, the most successful thing the schools have ever undertaken. The strong point of the system, as a system to be taught in the public schools, is that, first of all, it requires the teachers to become proficient in the art. Too much commendation cannot be expressed for the way in which the teachers

"When the blood stops  
circulating," said the  
nurse, "it is a sure sign  
of death."

Emily Maele.

Tom was still many miles  
from the sea and he went  
down. The red and yellow  
leaves showed down into

Emily Maele! broader!!!

have taken hold of it. A great majority of the teachers have already been awarded the teacher's certificate, and many teachers who have not actually qualified to the extent of receiving a certificate, to a great degree possess the skill. It is probably true that no body of school teachers anywhere has ever worked so industriously to acquire the necessary skill. And it has been no easy task. But patience and perserverance have brought their own reward. Because teachers know how to write well themselves, they know how to teach their pupils how to write well; and because in the process of learning to write themselves, they had to become as little children, they can, as never before, appreciate the special difficulties which children encounter in the process of learning to write. No teacher who has been successful in her own work of learning to write according to this method, and who has succeeded in making her pupils eager to emulate her success, has any fault to find with the system, or with the labor that she herself was obliged to expend upon it. If any complaint is heard, it is pretty generally sure to emanate from the teacher whose industry was not quite equal to the requirements of the task imposed.

The saving of time alone, which the speed of the new writing has accomplished, when compared to the time-wasting vertical method of writing, has been worth all the cost of effort which both teachers and pupils were at first obliged to expend. In all grades above the third, the time required in written work connected with other subjects—spelling, language, geography, history, and the like—is being rapidly reduced. In some grades as much as fifty percent of the time formerly spent in the painfully slow writing process is now set free for the accomplishment of less mechanical tasks. The development of such automatic power is very important. The act of writing should be done by the muscles, not by the brain. A writer must by habit be wholly unconscious of his position, his pen movements in forming letters, and all the rest of the technique of writing. On such matters he should not have to fix any attention, for his mind should be occupied only in the formulation of his thoughts. In

the degree that children acquire the power to write in such a manner, the quality of his composition will improve. It has been noted, too, that children who have acquired the power to write well are inspired to do good work in other directions, for the realization of success in one line often encourages them to use the same persistence until they acquire skill and proficiency on other lines.

(c) *Arithmetic.*

The trial work of the Gray system of number proved its worth at the end of the first year. Teachers of the first and second grades whose children have been prepared by its use are unanimous in saying that the number facts were never before so well possessed. In September of the present year, the method was made universal in the first grade.

The basis of the method is seat work, so planned as to give the child daily experience in discovering "number facts", which he begins after a time to remember. It appears that there results a fuller and clearer knowledge of the number facts than has hitherto resulted from the most careful drills. Besides, the habits gained through the use of the new method are admirable. The handling of objects appeals to the child's instinctive desire "to do things". He becomes independent, because his neighbor's work is different from his own. It tends to cultivate self-reliance, because he works out his knowledge for himself. The method is flexible enough to allow the teacher to give help to individuals, and to allow slow or rapid advancement, according as the power of the children may warrant. It has a strong moral effect as well, because the method requires steady, thoughtful work. And no lesson is more important to learn that in order to acquire an education one must get down to hard work and stick to the task until it is done right. Success in any line of work is the result of attention and application and concentration on the task in hand, to the limit of one's power. We are coming very tardily to perceive that the most important thing in education is not the information we give the child, but the habits of thought and of

work which we teach him to observe, and which pass over later into character. Nothing which I have seen introduced into the schools is more admirably calculated to secure these desirable habits of thought and work than this new method of primary arithmetic. Here, too, the faithful work of the teachers who have been called upon to take up this new method is worthy of unstinted praise. But in this, as in the writing, the reward is well worth the labor.

(d) *Seat Work.*

I am moved to remark here that it is a matter for congratulation that the methods selected for the teaching of both reading and number provide a kind of seat work that is valuable both in giving knowledge and in developing right habits of work. It ought to be a source of comfort to everybody that an end has come to the use of the foolish seat work that was formerly so much in vogue and which had no conceivable purpose beyond that of keeping children quiet, while the teacher was engaged elsewhere. In its stead has come a kind of seat work that involves thought, and develops and tests power to do independent, purposeful and original work related closely to the oral lessons of the day.

(e) *Spelling.*

The adoption of the Palmer method of penmanship has made it necessary to cut out much of the required dictation language work in connection with spelling in the first two grades. On this account it was thought best to revise the courses in those grades and the following one. This has been done following a plan which unites flexibility and thoroughness. Each grade has become responsible for the absolute mastery of a required list of words, though the teacher is left free to use her judgment in the selection of a given number of supplementary words, as the needs of her locality may suggest. Much stress has been laid on the habits to be formed in learning to spell, for as important as ability to spell is, equally important is it that in acquiring

this power, a child shall be taught accurate observation and reproduction, exact pronunciation, and correct syllabication.

#### IV. A STUDY IN EFFICIENCY.

Educational efficiency is the topic of the hour. The day of the efficiency engineer in education has arrived. From now on every educational process must stand searching analysis and every educational result must be definitely checked according to carefully worked out standards. Scientific management in education has come tardily, but is has come to stay. We are not any longer content to be guided by opinion; we want facts. We are no longer satisfied with guess-work; we want first-hand knowledge. "All other workmen", writes one of the foremost exponents of the Scientific method in education, "are subjected to definite measures of efficiency. This is true whether in handling pig iron, or in the production of articles involving skill, intelligence and taste. Every move of a baseball player, for example, is checked, and at the end of the season he may have a definite picture of his efficiency as measured by standards current in the baseball world. The teacher, like the administrator, however, has resented the thought that her efficiency can be measured by any of the criteria of checks of business or by any definite standards. Though the teacher attempts to measure the efficiency of the child, she demurs at the idea that her efficiency may at least be relatively determined by the regularity of attendance of her pupils, by the amount of absence, or by the number of withdrawals, failures in studies or non-promotions.

"In a word, both administrators of schools and teachers have to a large degree held themselves aloof from any definite tests, and from any measures of efficiency. The day is near at hand when school administrators and teachers must come to appreciate that they are not a chosen class of workers, but that their work, like the work of all others, must be judged in view of relatively definite standards. We must come to accept the fact that the school is but a machine, a tool, organized and supported by society to do a specific type of work, and that as a machine

or tool it is subject to definite tests of efficiency. We must come to appreciate that the spirit of scientific management as now applied to business must be brought over into the work of education to do for the school what it is now doing for business."

" Not only have the school administrators and teachers been more or less free from the exacting tests of other activities, but administrators have been guided in their work to no slight extent by opinion, rather than by facts. Perhaps in no other field does personal opinion play so prominent a part. The business of the school is carried on this way today because this was the practice yesterday; the school year is of a given length because this was its length a decade ago; the same methods of promotion are continued because these were the methods of the past; our attitude toward foreign languages, toward science, toward formal grammar, toward the time and place given to arithmetic; our ideas of where to begin the teaching of formal spelling, or of writing, or of geography; of how much to require in a given grade test, not upon facts, but very largely upon opinions—opinions which in turn are determined to a considerable extent by education and temperament."

" Not only in the work of administration are our larger policies a reflection to a greater or lesser extent of personal bias, but even in smaller matters—if they may be so called—the personal point of view dominates to a considerable extent. We arbitrarily assume that our children profit by the study of Latin, by the study of science; we arbitrarily assume that the elementary school and the high school are doing all they should for their pupils; we arbitrarily assume that pupils are efficient in reading, that this style and type of writing is preferable; that our children are good or poor in spelling; that the work in history and geography is effective; that the proper emphasis is placed upon each of the studies, and these given their proper time value, and their proper emphasis in the advancement of children through the school. Seldom indeed in the past have school men proved by systematic investigation any of the above assumptions."

"If, however, the public school is to be scientifically managed; if school administration is to be elevated above the plane of personal opinion; if the work of the superintendent, as well as that of the teacher, is to be measured by definite criteria; if our theories are to be given foundation; if our assumptions with reference to lines of work, methods of instruction, mastery of subject matter and skill in manipulation are to be displaced by positive knowledge, scientific and systematic study must be made of school methods and of school results. For only as facts take the place of opinion, assumption gives way to definite knowledge, mere personal opinion yields to established principles, will the administration of our schools be placed upon a firm footing, and become efficient."

(a) *A Study of Non-Promotions.*

One of the tests of the efficiency of a school system is the degree to which it successfully carries its children from grade to grade, and the extent to which repetition of work is avoided. Loss of promotion, and consequent repetition, are wasteful both of the pupil's time and the city's money. A high rate of non-promotions means a low efficiency of a school system. Much more than the teaching may be at fault, and is usually ~~as~~ fault. There may be lack of school rooms, as there is in Lawrence now in the central part of the city, with consequent crowded classes; there may be little or no provision for providing instruction for atypical children; the course of study may be ill-suited to the needs of many children, or the interpretation and application of it by principals and teachers may make it so. But whatever the causes, and the ones mentioned are only a few of them, a high rate of non-promotions in any day school system means a low rate of efficiency.

As I have stated in an earlier chapter of this report, there has been a considerable reduction of the number of non-promotions in the Lawrence schools during the past six years. The reduction has been gradual, natural and wholesome. The issue has never been forced, but it has always been kept alive, by the

superintendent. The marked improvement is, in my judgment, due not so much to better organization and better teaching, as it is due to the slow but sure changing of the attitude of principals and teachers toward the accepted standards and traditional practice in matters pertaining to the promotion of children. Short views, wrong views, and ancient views of teachers and principals regarding promotions have been to blame for much of the retardation in our schools. It is not an easy thing to get rid of preconceptions, misconceptions, prejudices, and tradition in educational practice. It is slow process at best. Therefore, the marked improvement in this respect during the past six years I regard to be the best kind of evidence that the problem is receiving the kind of study and the kind of treatment that count most toward its solution. Mechanical systems of grading and promotion only add to the machinery of the school, which has too much machinery already, and leave the teacher no less rigid than before. This, it seems to me, is a problem that cannot be solved by mechanical devices. What is needed is teachers awake to the situation and alive to their responsibilities and opportunities; teachers who recognize the variability of children, and who know how much to allow for differences of capacity and to adjust their teaching accordingly; teachers who realize the folly of expecting all children to know all things alike according to some arbitrary standard set up in their own minds; teachers who are wise enough to see that the course of study is not an end at which the child stops or a standard by which he is to be inexorably measured, but rather as a means by which the growing powers of the child may be directed and developed. When I say teachers, I mean principals as well. For if the principal does not reflect the saner view, there is little hope that the teachers will come to possess it. But the thing must start within the school room instead of being thrust into it from the outside.

It is just this view, I am happy to say, which is coming about in Lawrence. The steady but sure improvement in the attitude of all our principals and teachers toward this most important

matter is one of the most striking evidences of the real professional progress we are making along many lines.

(b) *Causes of Failure.*

The good record of the five preceding years in lowering the annual percentage of retardation encouraged us to undertake, at the close of the last school year, a painstaking study of the whole problem, after the manner of the admirable work done in the schools of Indianapolis in their investigation of the same problem. The report called for a detailed statement of the reasons for the failure of every pupil marked for non-promotion at the end of the year. A summary of these reports follows:

**SUMMARY OF NON-PROMOTIONS.  
REPORTED CAUSES AND SPECIAL WEAKNESSES.  
WITH PERCENTAGES.**

June, 1912.

**Grades.**

Summary	1	2	3	4	5	6	7	8	Totals
Number of Pupils on June List...	1411	1157	1067	968	892	731	573	504	7303
Non-Promotions	338	102	65	64	51	45	37	17	719
Boys .....	179	59	41	43	36	20	24	9	411
Girls .....	159	43	24	21	15	25	13	8	308
Per ct. left behind	24%	9%	6%	7%	6%	6%	6%	3%	10%

**Causes of Failure  
As given by  
Teachers.**

Irregular Attend. Percent	115 34%	24 23%	13 20%	17 26%	15 29%	18 40%	14 37%	4 27%	220 30%
Immaturity .....	122 36%	18 17%	10 15%	12 18%	11 21%	13 31%	7 18%	2 11%	195 27%
Attitude Toward School Work... Percent	34 10%	31 30%	23 35%	25 39%	19 37%	18 40%	18 48%	9 52%	177 24%
Factor of Foreign Birth or Parentage .... Percent	77 22%	11 10%	10 15%	3 4%	3 5%	7 15%	5 14%	3 18%	119 16%
Physical Defects. Percent	36 10%	13 12%	10 15%	9 14%	8 15%	5 11%	1 1%	0 0%	82 11%
Sickness .....	37 10%	10 9%	9 13%	2 3%	6 11%	7 15%	4 10%	3 18%	78 10%
Mental Defects.. Percent	20 5%	8 7%	5 7%	1 1%	1 1%	0 0%	0 0%	0 0%	35 4%

The cause appearing most frequently is that of *irregular attendance*. This is reported as a contributing factor in the failure of 220 pupils out of 719 who were not promoted, or 30% of the whole number. None of these causes, however, operates alone. They have many inter-relations. Thus, irregular attendance may come to affect the pupil's attitude toward school work, which is another of the causes specified in the report; and, conversely, a pupil's attitude toward school work has a very direct bearing upon the regularity of his attendance. Sickness, too, which is given as a separate cause, has a close bearing on attendance; as do physical defects, still another cause.

Irregular attendance results from a wide variety of causes. It may be the result of the lax or lenient enforcement of school attendance laws; of illness at home; of quarantine regulations, as in the case of a contagious disease in the same house; of poverty, and the consequent lack of shoes and clothing; of the exigencies of home life, particularly among the poor, where an older child is required on frequent occasions to take care of the younger children; of outside work and distractions; of lack of co-operation between school and home; of weak parental authority; of poor teaching and poor management in the school room.

This brief list of general causes, which every teacher could enlarge with ease, indicates something of the scope of the problem the school has to deal with. It is not a pedagogical problem alone — this problem of school attendance. It is one which requires the co-operation of every organized agency in the community — legal, medical, charitable, social, religious. But the school cannot, because of the complexity of the problem, throw off its responsibility. No school should be regarded as doing its duty in the matter of attendance until it has made a study of each case of irregularity, acquaints itself with home conditions, secures home co-operation, and utilizes for the betterment of wrong home conditions every social agency in the community. The school should not set down "irregular attendance" as a cause for the non-promotion of any pupil unless it has first done everything in its power to lessen or remove the cause.

*Immaturity* is given as one of the reasons why 195 pupils, or 27% of those who failed, did not receive promotion. It will be noticed that 122 of the 195 pupils who were reported to be too immature to do the work of their grade were in the first year of school. Immaturity, plus irregular attendance, is the most prolific cause of failure to be promoted out of the first grade. In the light of these figures, it would seem to be poor policy for the school committee to admit each September by special permission a large number of children under the required age of five and one half years. Thus, in the first three months of the present school year one hundred and sixteen children were admitted who were under age. It will be interesting to see how many of these will be reported next June as having been held back for another year because of immaturity. It is not improbable, however, that considerable of the loss said to be due to so-called "immaturity" in the first year could be avoided by such organization as would fit the school tasks to the children's powers, whatever they may be. The success that has attended recent efforts to discover suitable work for such apparently impossible children in the first grade, justifies the belief that providing teaching of the right sort will lessen appreciably the number of children who now fail of promotion because of "immaturity".

It will be noted that in the second half of their elementary school career some forty children are reported to have failed because of immaturity. Thirteen pupils, for instance, who failed of promotion from the sixth grade were reported as "immature". It would be natural to assume that these pupils were considerably below the normal age to have found the work of the sixth grade beyond their power, after having successfully passed through the grades below. An examination of the individual records of these pupils, however, showed that this was not the case. Eight of the pupils were 12 years old, three were 13, and one was 14. Thus, only one of the thirteen pupils was below the standard age for the sixth grade. Yet, "immaturity" was given as a cause contributing to their failure. While granting that maturity is not

always a matter of years, it is at least questionable whether failure of such pupils should be attributed to immaturity.

The failure of 177 pupils, or 24% of all the non-promoted ones was due, according to the reports, to *the pupils' attitude toward school work*. The phrase "Attitude Toward School Work" was used on the blank to indicate the very difficult and very serious problem of the pupil in the upper grades whom, for one reason or another, the school does not attract any longer, and whose interest, therefore, the school seems incapable of arousing by its common methods of appeal. Evidently the exact meaning of the term was not clear to the teachers, because it was found to be given more frequently as a reason for non-promotion in the primary grades than in the grammar grades. The kind of attitude which this term connotes is practically unknown before the fifth grade of school, and grows steadily thereafter (unless the school is wise enough to correct it) until the pupil's fourteenth birthday brings him release.

One of its commonest signs is what teachers have always been accustomed to speak of as a "lack of interest". And it is the business of the school to inquire diligently into the causes of this indifference. Whose fault is it, the pupil's or the school's? Does the teacher lack interest in the pupil? Is the teacher's attitude toward the pupil what it ought to be? Is the teaching such as to inspire interest? Is the work too hard for him? Is it the fault of the work in the previous grade? Is the work stale, and therefore void of interest? Do the studies appeal? Should the course of study be modified in these upper grades? What of the pupil's home, his associates, his outside interests? How do these affect his attitude toward school? These are a few of the questions the teacher and the principal must answer satisfactorily before they have any right to charge up a pupil's failure to be promoted to his attitude toward school work.

The *factor of foreign birth or parentage* represents the handicap under which children labor to whom English comes as an acquired language and who still speak, and hear spoken, a foreign language in the home. It is interesting to observe that,

according to the teachers' own admission, this ceases to be a serious factor in the promotion problem after the first year of school. Thus, of the 119 pupils upon whose failure to be promoted the fact of foreign birth or ~~percentage~~ had a bearing strong enough to be recognized by their teachers, 77 were reported by first grade teachers. In the second grade, the number so reported falls off to eleven. In the fourth and fifth grades only three pupils are so reported in each of these grades.

*Physical defects and sickness* were reported to have affected the progress of 160 pupils, or 21% of the whole number left behind. These are causes not actually within the power of the school to control. At the same time, they make such serious inroads upon the attendance of children at school and handicap them so heavily in their progress through school (to say nothing of the larger aspects of the health problem and the higher human values dependent upon health), that the school is compelled to address itself most earnestly to this problem of the protection and promotion of child health.

We have not as yet in this country a sufficient body of clearly established principles relating to the health problem in education. We have no uniform standards with reference to the scope of the work or the relative importance of its different aspects. Our systems of medical inspection are imperfect. Co-operation between the schools and health bodies is most incomplete, and the schools have not begun to utilize the resources of the various social and philanthropic agencies that exist in every community. There is no clear definition of the co-operation possible between the school and the home in matters affecting the health of school children. All this indicates how complex a problem, after all, is the problem of promotion, and how necessary it is for the school, in endeavoring to deal with the problem more successfully, to utilize to the full not only its own resources, but, through its power of suggestion and initiative, every other agency which is engaged in the work of public betterment.

It would be interesting to know, as an illustration of this point, what the school tried to do for the eighty-two children

whose failure to be promoted last year was in some measure due to physical defects, and what it succeeded in having done for them in the way of proper treatment or cure. Until the school has exhausted every means in its power in the effort to secure for such children the cure or removal of the physical defects which impede their progress in school and impair the usefulness of their after life, it is not justified in offering this cause as an excuse for non-promotion.

Thirty-five pupils were reported as being *mentally defective*. Twenty of these were children in the first grade. Teachers were instructed to regard no pupil as mentally defective who had reached the fifth grade, and to class no pupil in any grade as mentally defective without the sanction of the principal and the school physician. The term "mentally defective" accordingly, means something entirely different from the terms "mental inability" or "lack of ability" which in other days were the teachers' stereotyped excuses for the non-promotion of her pupils. It reports, instead, a condition of sub-normal mental development which needs radically different treatment and instruction from those which the regularly organized schoolroom can furnish. These pupils ought to be a special class.

### (c) *The Studies in Which Pupils Fail.*

When it comes to the specification of the school subjects in which the non-promoted pupils proved to be deficient, we have the following interesting exhibit:

	GRADES.								
Special Weaknesses	1	2	3	4	5	6	7	8	
Arithmetic	60	46	44	57	45	26	31	13	322
Percent	17%	45%	67%	89%	88%	57%	83%	76%	44%
Power to Read,	110	52	32	30	23	8	10	4	269
Percent	32%	50%	49%	46%	45%	17%	27%	27%	37%
Power of Expression in Speech and Writing,	28	26	26	36	30	28	16	5	195
Percent	8%	25%	40%	56%	58%	62%	43%	29%	27%
Geography				23	31	22	24	14	114
Percent				36%	60%	48%	64%	82%	15%
History						27	22	12	61
Percent						60%	59%	64%	8%
Grammar							24	16	40
Percent							64%	94%	5%

Arithmetic, as usual, is found to be the chief cause of infant mortality. It is the Herod of the school course. It would really be interesting to know how many children, let us say in the grammar school, are brilliant enough to secure a passing average in arithmetic. Such as do ought to be distinguished by some badge of honor like that of the little golden Phi Beta Kappa key. Why is it that so many children fail in arithmetic? Is it because, upon the whole, we teach it less intelligently than any other subject? Or is it merely because the pupil's work in arithmetic is capable of such definite measurement? Is it reasonable to believe, for instance, that the power of the average grammar school child to use the English language is very much superior to his ability to deal with number facts and relations? Yet how many more grammar school pupils do we find reported to be deficient in their arithmetic than in their English? Do teachers attach an exaggerated importance to arithmetic as a pre-requisite for promotion to a higher grade? Early in the year we shall do a little testing and measuring of our arithmetic product. Maybe we shall learn some things then that will help to make our teaching, as well as our pupils, more efficient in the subject of arithmetic.

The power to read well and to express oneself clearly and forcibly in speech and writing is probably a much rarer possession among school children than corresponding arithmetical ability. Yet fewer are charged with the lack of it in the teachers' reports. Upon what is a child's power in reading judged? Upon his power to read orally, or to sense the printed paragraph swiftly and accurately? How much of the latter very valuable power is cultivated in the school? How much time is wasted in oral reading periods during which little or nothing is accomplished, because little or nothing is attempted? How many pupils, say in the grammar grades, are found to read better orally than they could the month before, or six months before? In how many of our reading exercises do pupils even read as well as they can, to say nothing of reading better than they could before? Are the naturally good readers made to read better, and the naturally poor readers made to read tolerably well? What are the stand-

ards by which ability to read aloud may be measured and progress determined?

Many pupils were reported as failing in the subjects of geography and history who were not reported to be weak in either the power to read or in the power to express themselves in speech or writing. Is it unreasonable to assume that good capacity in these two directions ought to furnish a tolerably sound basis for success in geography and history, as these are ordinarily taught in the schoolroom? Does the study of geography and history call for the exercise of peculiar powers? How would you test geographical power, as such? How much of the failure in these subjects is due to uninteresting teaching, to the lack of power upon the teachers' part to vitalize the things *at* history and geography?

(d) *Trial Promotions.*

In the course of the Indianapolis investigation, which, as has been stated, served as a model for the study of promotions here presented, an experiment was tried which proved to be illuminating. A study of promotions there during a period covering two or three years had brought out pretty clearly the fact that promotions were being based on a too small a number of factors involved in the child's fitness to go on; that too much attention was being paid to factors negative in character, and not enough to those which are positive in character, though less tangible, and therefore less markable, than the former. Thus, for the most part, the pupil's right to go on was questioned and decided on this basis:

- (1) In how many subjects did he fail?
- (2) What was his attendance?
- (3) What was his conduct?

Too rarely, on the other hand, was his right to go on determined by such a course of questioning as this:

- (1) In what subjects did he *succeed*?
- (2) In those subjects in which he failed was the failure whole or partial?

- (3) Could the failure be made good in the next grade, if the pupil worked hard?
- (4) Did the failure (say in arithmetic) appear to be due to inability to comprehend or too slow maturing? If the latter, may this failure be made good at time of review in later grades?
- (5) If failure was due to omission of some part of the work, because of absence, could this omission be made up later on?
- (6) Has the pupil "gotten on" with the present teacher? Was any part of the failure due to the pupil's unadaptability to the teacher or other environment? How much of his failure was the *school's* failure?
- (7) What is the general intelligence of the pupil?
- (8) Is the child a "static" or a "developing individual"? May the change of room, of teacher, of grade work, of an added year of age, or the stimulus of "trial" be properly given consideration in determining the promotion?

The following deductions, and others similar, were drawn from the study of the promotion sheets in the course of the Indianapolis inquiry:

- (1) That too much emphasis was being placed on memory proficiency, and too little to the child's mental ability, general interests, and state of growth.
- (2) That fear of criticism of the next teacher often influences the decision.
- (3) That in certain grades a particularly high standard was held in mind because of the assumed special difficulties or hazards to be met in the next grade.
- (4) That the promotion of pupils was often determined by their "final average", this "final average" being an average of their ten months' "marks", and therefore in many cases an unfair and unreliable measure of the pupils' power at the end of the year.

- (5) That promotions, therefore, were being determined not by the ability of the child to do the new work, but by what he had done during the year before.
- (6) That promotions were being made on the assumption that all school work is perfectly graded, and unless the pupil completes in a satisfactory manner the work of one grade, he must not be allowed to try that of a higher grade.
- (7) That teachers were inclined to take the course of study too seriously; that it was regarded too much as an end, or as a rigid standard of measurement, rather than as a means by which the development of the growing child is helped along.
- (8) That promotions have been based upon the possession of a definite amount of knowledge rather than upon possession of power.
- (9) That there was a conspicuous lack of any clear guiding principles underlying the practice of making promotions.
- (10) That there was, in general, an inclination to follow blindly the traditional practices and accepted standards of judgment.

This discussion led inevitably to the question, "Are the right children being held back?" And it seemed the simplest way to get the question answered with any measure of satisfaction was for a few schools to promote *all* their pupils on trial. This seemed the only actual way of proving whether or not a pupil should be promoted. The fact that several schools in different sections of the city would be included in the experiment meant that conditions both as to the nature of the children and the attitude of the teachers would vary enough to make the test decisive. This plan, too, would clearly put the test on the child's power to do the new work, which seemed to be the only rational principle on which to base promotions.

The plan involved a six weeks period of trial. The children were not to be forced in any way during the trial period. At the

end of that period those whom the teachers felt would be benefited by repeating the previous year's work should be put back. The plan was put into effect in June, 1911.

At the end of the probationary period the principal of each school experimenting sent to the superintendent a formal report. Here is the summary of them:

Schools experimenting .....	12
Total children promoted on trial in June.....	555
Number who left school before end of trial period..	150
Number remaining to end of trial period.....	405
Number making good.....	285
Number put back.....	120

That is to say, more than half of the pupils (285 out of 405) who could otherwise have been retarded a year on the basis of their teachers' judgment, met satisfactorily the demands of the higher grade. In other words, the teachers had guessed wrong about 50 percent of the cases.

While disinclined to follow the plan here to the length of the Indianapolis experiment, the Lawrence principals were encouraged last June to test the idea on a moderate scale by giving a "trial" promotion to pupils who could not be recommended for full promotion by their teachers. In middle November the result of the experiment was summarized as follows:

1. Number of pupils given trial promotion in June....	207
2. Number who left school before end of probation period	36
3. Number of "trial" pupils remaining in school.....	171
4. Number doing sufficiently well in trial grade to be retained there .....	152
5. Number put back.....	19

The much higher percentage of "trial" pupils making good with us, compared with the results of the Indianapolis experiment, is largely accounted for, I suppose, by the fact that they promoted everybody on trial, while we presumably gave such an opportunity only to those who held out some promise of making good. The result of our experiment shows that in another year we could save even more pupils by giving a larger number of them

a chance to make good in a higher grade. The fact that we have been judging wrong in at least half the cases shows that we have been doing a good deal of guessing in the matter. It is evident that we need to take into account more factors and different factors than it has hitherto been our practice to do, and that the most important new factor should be a trial in the advanced grade. The question of promotion is a most delicate one. To determine in each individual case the situation in which a particular child may best live and get experience, the conditions under which he will best grow and develop is the most difficult, as well as the most important, duty which the teacher has to perform. The incentives of a trial in a higher grade, of new subject matter, of new teachers, and the changes, both physical and mental which come to the growing boy and girl, are factors too important to be left out of the reckoning. It is impossible to foresee the effect of these things. The child must be permitted to experience them. Even if the reaction which the pupil manifests in his new environment is disappointing, and he is finally put back into the lower grade—even, in short, if the trial promotion scheme merely defers the time when the pupil must be demoted, at least we are then doing something a little more scientific than guessing, for we are able to bring to the consideration of the problem a number of factors otherwise unobtainable.

(e) *The Failure of The School To Hold Its Pupils.*

The accompanying table gives the number of pupils who withdrew from the sixth, seventh, and eighth grades during the school year which ended in June 1912. In all, four hundred eighty-five pupils left our schools from these grades. One hundred of them removed from the city. Twenty-five more left the public schools to attend the parochial schools. Some forty others left for reasons which, because they have affected relatively small numbers of pupils, we may consider as minor ones. Most of them have already been touched upon in the chapter on promotions. The thing that sticks out in this table is the fact that during the year in question three hundred twenty-one boys and girls left school to go to work before they had completed their

grammar school course. Fifty-three left in their last year, one hundred fifty-seven in the seventh year, and one hundred eleven in the sixth year. Besides these, a considerable number went to work from the fifth grade, but these have not been included in the table, for the reason that this study is meant to apply only to pupils of the grammar grades proper. Stated otherwise, one out of every seven pupils in the sixth grade left school during last year, one out of every four in the seventh grade, and one out of every ten in the eighth grade. This means, in other words, that three hundred twenty-one boys and girls went out to work for a living with less than the equivalent of a common school education, that one hundred fifty-seven of these left school with less than seven years, and one hundred eleven with less than six years, of schooling.

#### NUMBER OF WITHDRAWALS.

From the Sixth, Seventh and Eighth Grades During the School Year 1911-1912, With Reported Causes.

Cause of Withdrawal	6th Grade		7th Grade		8th Grade		Total		Percent.
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
To Work .....	61	50	85	72	30	23	176	145	66.4%
Removal from Lawrence .....	27	13	28	22	5	5	60	40	20.6%
To Private or Parochial Schools in Lawrence ...	8	6	3	8			11	14	5%
Indifference .....	4	1	1		3	1	8	2	2%
Illness in Family..		1		5		2		8	1.66%
Personal Illness...		2		3		1		6	1.25%
Failure to be Promoted .....			1	1	1	2	2	2	1%
Other Reasons ...	3	2	1	2		2	4	6	2%
Totals .....	103	75	119	113	39	36	261	224	
Percent by Grades.	36.7%		47.8%		15.5%				100%

This is not a condition peculiar to Lawrence. But the fact that it is a condition widely prevalent, does not excuse our own shortcomings, or release us from our plain duty of doing something to better a situation which cannot in these days be regarded as anything else than a very unsatisfactory condition.

Our compulsory school law is based on the theory that a child enters school at six, or thereabouts, is able to complete a grade year, and by the time he has reached his fourteenth birth-

day, will have completed the eighth grade. Thus the law virtually sets the completion of the grammar school course as **the** minimum education each child should receive, and not until he has acquired this common school education is the law willing to release him. Yet actually of one hundred children who enter the first grade hardly sixty reach the sixth grade, and many of these are over fourteen by the time they reach this grade. In like manner, less than thirty of the one hundred children ever see the eighth grade.

What has the school done to check this deplorable waste? To what extent is the school itself, by reason of its organization, its instruction, its course of study, its standards of value, responsible for these losses? Is it safe to assume that a great majority of the pupils who leave school at fourteen to go to work, do so under economic pressure? What basis have we for such assumption? How many of the three hundred twenty-one pupils who dropped out of school last year to go to work did so under the spur of necessity? Does anybody really *know*? How many quit because they were sick of school? How many dropped out because of the routine and discipline of the school had become distasteful to them? How many were driven out because of the exactions of unsympathetic teachers? How many leave school every year because the studies and the methods are so far out of touch with life as to make no longer any appeal to the boy who is eager to be doing interesting things, instead of reading about uninteresting things? What have we done to adjust our grammar school course to the abilities, the needs, and the interests of all the children? Is the present course of study one that is capable of such adjustment? Should the course of study in the last two years be entirely recast, so as to provide in addition to a certain amount of uniform work, a considerable amount of differentiated work, vocational in its character, for those who are not looking definitely toward a high school course? What do the figures in the table suggest as to the need and the value of a well organized plan of vocational guidance?

These are some of the questions that the honest schoolman finds himself facing when he reflects upon the unchecked losses which year after year the school complacently accepts as if it were a matter wholly outside its responsibility and control.

#### V. THE INDUSTRIAL SCHOOL.

On February 19th, 1912 the following order was adopted by the City Council:

BE IT ORDAINED BY THE CITY COUNCIL OF THE CITY OF LAWRENCE, AS FOLLOWS, TO WIT:

SECTION 1. The Lawrence Independent Industrial School is hereby established in compliance with and under the provisions of Chapter 471, Acts of 1911, and any acts in amendment thereof.

SECTION 2. Said Industrial School shall be under the control and supervision of the School Committee of the City of Lawrence, and for that purpose the Board of Trustees of the Industrial School established by the ordinance of 1911 is hereby abolished.

SECTION 3. All property, equipment, or paraphernalia of the Lawrence Independent Industrial School as heretofore conducted is hereby placed in the custody and control of the aforesaid School Committee.

SECTION 4. Said School Committee shall conduct said Lawrence Independent Industrial School in conformity with all the provisions of Chapter 471, Acts of 1911, and any acts amendatory thereof.

SECTION 5. Any ordinance, order, or resolution, or part of ordinance, order or resolution of the City Council inconsistent herewith is hereby repealed.

On June 13th, the School Committee passed the following resolution:

1. Resolved, that the School Committee of the City of Lawrence request the State Board of Education to co-operate with the School Committee in carrying on a State aided vocational school in the City of Lawrence under the provisions of Chapter 471 of the Acts of 1911 with subse-

quent amendments, and in conformity with an ordinance passed by the City Council of Lawrence on February 19th, 1912, placing the Lawrence Independent Industrial School under the control of the School Committee.

2. Resolved, that the Secretary notify the State Board of Education that it is the desire of the School Committee to conduct the Lawrence Independent Industrial School in conformance with the general principles and policies set forth in Bulletin No. 3.

On the same date it was voted to lease for the use of the school the mill building numbered 556 Common Street, formerly occupied by Brown & Whittier, the lease to run for one year from August first with the privilege of extending the same for a further period of five years. The rental was fixed at \$2500 a year.

On September 4, the school opened in its new quarters.

The teaching staff of the school at present is as follows:

*Principal*

Frederick T. Lena.

*Instructors.*

Boys' Department.

Herrick Aiken,	Electricity.
John B. Cameron,	Woodworking, Mechanical Drawing.
Joseph Donovan,	History, English, Civics.
Charles Thomson,	Machine Shop Practice.
Laurence W. Wheelock,	Shop Assistant.

Girls' Department.

Grace A. Cooke,	Academic Subjects.
Anna V. Kelley,	Domestic Science.
Margaret J. Sullivan,	Dressmaking, Millinery.

Since the fiscal year of the Commonwealth ends November thirtieth, and the Industrial School accounts are kept in conformity with those of the State, a statement of the net cost of this school to the city for the municipal year cannot be precisely given. The following is a statement of the expenditure rendered to the

State for the fiscal year which ended on the thirtieth of November:

1. CONSTRUCTION, Total Expenditures for....\$ 2,249.82
2. EQUIPMENT, Total Expenditures for..... 605.13
3. MAINTENANCE, Total Expenditures for.... 21,894.88
4. TOTAL OF THE ABOVE EXPENDITURES.\$24,749.83
5. MAINTENANCE EXPENDITURES, Itemized.
  - (1) Administration.

Supervision .....	\$1,290.00
Other Items .....	4,096.52
Total .....	\$5,386.52
  - (2) Instruction.

Teachers and helpers (regular) .....	\$13,511.17
Other Items .....	1,582.55
Total .....	\$15,093.72
  - (3) Repairs and Replacements.

Buildings .....	\$ 144.69
Equipment .....	1,269.95
Total .....	\$1,414.64
6. INCOME NOT DERIVED FROM LOCAL TAXATION.
  - (1) Tuition Claims, on account of non-resident pupils, paid or unpaid.....\$6,841.08
  - (2) Revenue from Work and Products .....
  - (3) Other Items .....
7. LOCAL TAXATION: Total sum raised by local taxation and expended for maintenance.\$21,894.88
8. "NET MAINTENANCE SUM" .....\$14,989.73  
(Deduct (1) and (2) of 6 above from 7 above.)

Of this net maintenance sum, one half (or \$7,494.87) will be paid by the Commonwealth early in 1913. There is due from the State, besides, the sum of \$1,925.57 half-maintenance for a period from July first to November sixth, 1911. Tuition from towns and cities sending pupils to the school is due to the amount of \$3,500. These tuition claims are guaranteed by statute.

## VI. CONCLUSION.

---

In closing this report, which might be extended indefinitely without reaching many topics which press their claim for mention, I wish to make grateful acknowledgment of the courtesy and co-operation which the members of the Board have accorded me during the year that is about to close, and my deep sense of appreciation of the unquestioning confidence invariably reposed in me by every member of the Board. It is a pleasure to be associated with such a group of gentlemen, and it gives me great personal satisfaction to know that the membership of the Board will remain unchanged during the coming year.

I am deeply grateful, too, for the good fortune of having in the person of the assistant superintendent so wise and so efficient an associate. Though many share her counsel and her help, I feel myself indebted most of all.

I wish, also, to acknowledge my obligations to a loyal and hard-working corps of masters and principals, who have not only responded handsomely to every demand made upon them by the superintendent, but who have of themselves initiated many move-

ments to the advantage of their schools and the betterment of the community.

I wish to record, too, my appreciation of the faithfulness of the teachers in their difficult task. If anything worth while is accomplished, it is to them, after all, that the credit belongs. And I never forget that there is rendered in hundreds of school rooms every year a service that charts cannot measure, nor money buy.

To those with whom I am daily associated in the office routine I am likewise much indebted for their loyalty to me, their fidelity in performing whatever task is given them, and their pride in everything pertaining to the welfare of the department.

Respectfully submitted,

BERNARD M. SHERIDAN,

*Superintendent of Schools.*

December 30, 1912.



In Memory of  
**Ella M. Eastman**

Died January 20, 1912

and

**Genevieve M. Tierney**

Died May 9, 1912





# APPENDIX I

---

## A Series of Graphical Charts

- Chart I. Apportionment of Expenditure. Cost Per Pupil for Different Items.—1912.
- Chart II. Total Expense of Each School, Average Number of Pupils Per Teacher in the Different Schools. 1912.
- Chart III. Total Expenditure Per Capita, in the Different Schools.—1912.
- Chart IV. Expense of Instruction in the Different Schools. 1912.
- Chart V. Cost of Janitor Service, Fuel, Light and Power and Janitors' Supplies, Per Room, in the Different Schools.—1912.
- Chart VI. Annual Cost of Text-Books Per Pupil, in the Different Schools for a Period of Five Years, 1908-1912 Inclusive.
- Chart VII. Cost of Teachers' and Pupils' Supplies, in the Different Schools for a Period of Five Years, 1908-1912 Inclusive.
- Chart VIII. Percent of Absence in the Different Schools. 1912.
- Chart IX. Percent of Tardiness in the Different Schools. 1912.

Percent		Per Pupil
2.37%	MISCELLANEOUS	\$ .51
2.65%	ADMINISTRATIVE	\$ .96
3.50%	BOOKS AND SUPPLIES	\$ 1.87
12.28%	FUEL AND CARE	\$ 4.75
79.20%	INSTRUCTION	\$ 28.76
Total 100.00%		\$ 36.31

CHART I. Apportionment of Expenditure Among the Several Items of School Maintenance, and the Cost Per Pupil of Each of These Items.—1912.

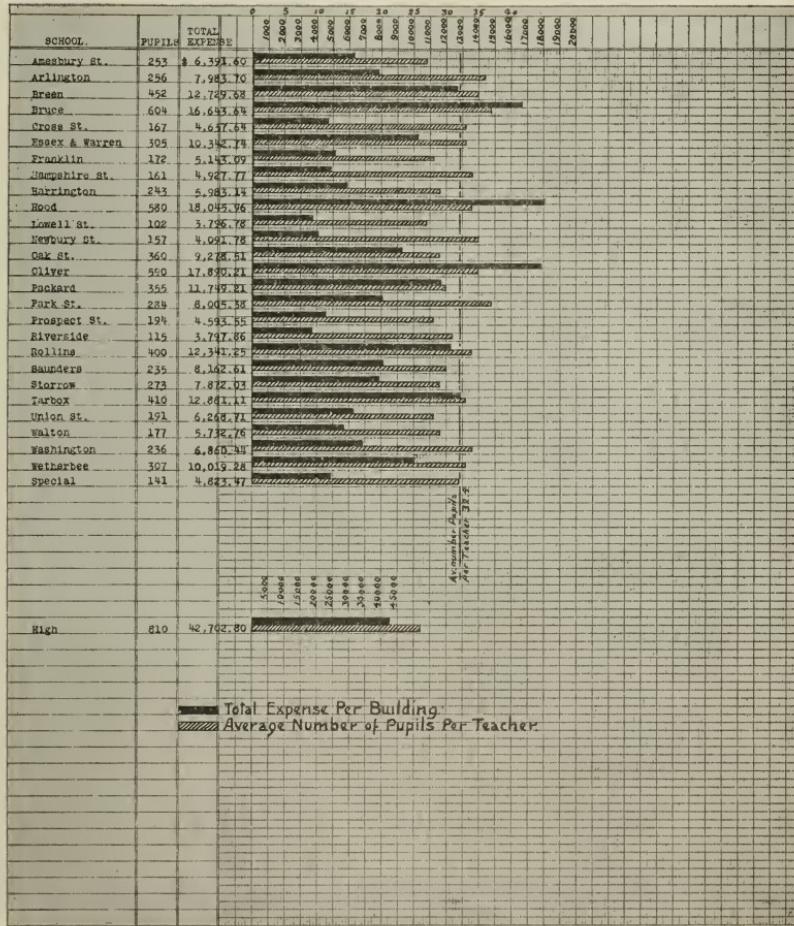


CHART II. Total Expense of Each School, and the Average Number of Pupils in Each.—1912.

## APPENDIX.

SCHOOL.	PUPILS	AVER-
Amesbury St.	253	\$25.26
Arlington	256	30.83
Breen	452	28.16
Brue	604	27.56
Cross St.	167	27.77
Essex & Warren	305	33.91
Franklin	172	29.90
Hampshire St.	161	30.61
Harrington	243	24.62
Hood	560	31.11
Lowell St.	102	37.22
Newbury St.	157	26.06
Oak St.	360	25.77
Oliver	590	30.32
Wickard	355	33.10
Park St.	284	28.19
Princeton St.	191	23.68
Riverville	115	33.02
Rollins	400	30.85
Saunders	235	39.75
Starrett	273	28.63
Tarbox	810	31.42
Union Sts.	191	32.82
Walton	177	32.39
Washington	236	29.07
Wetherbee	307	38.68
Special	181	34.22
High	810	\$2.76
\$1,667.292		

CHART III. Total Expense of Each Building For Each Pupil in the Average Membership—1912.

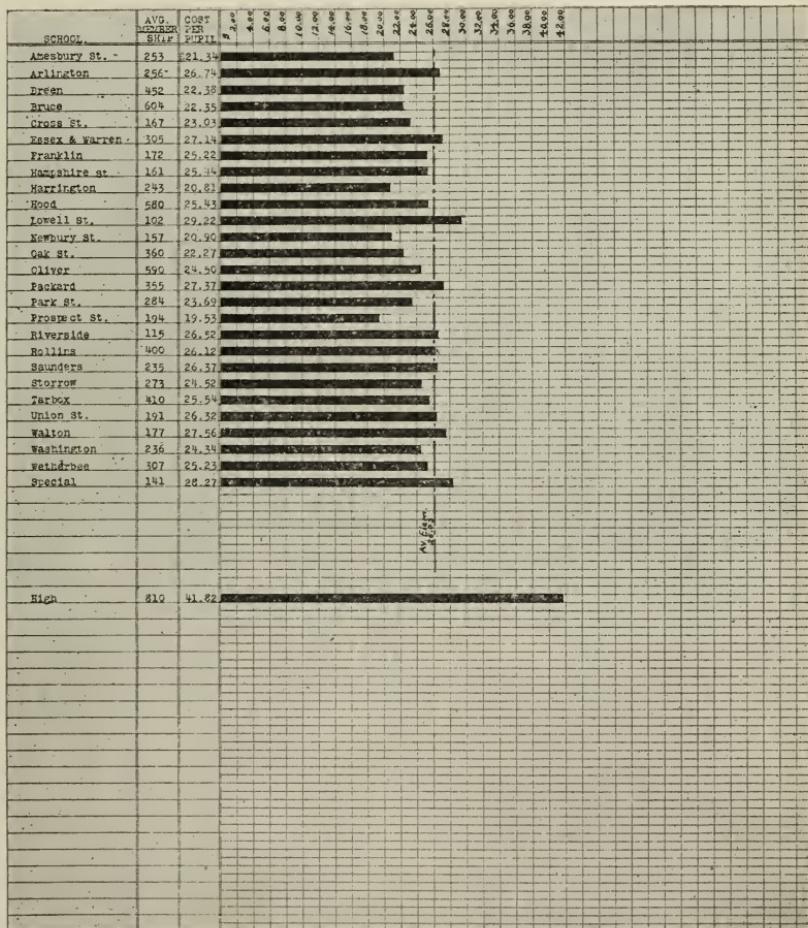


CHART IV. Cost of Instruction (teachers' and principals' salaries) For Each Pupil in the Average Membership—1912.

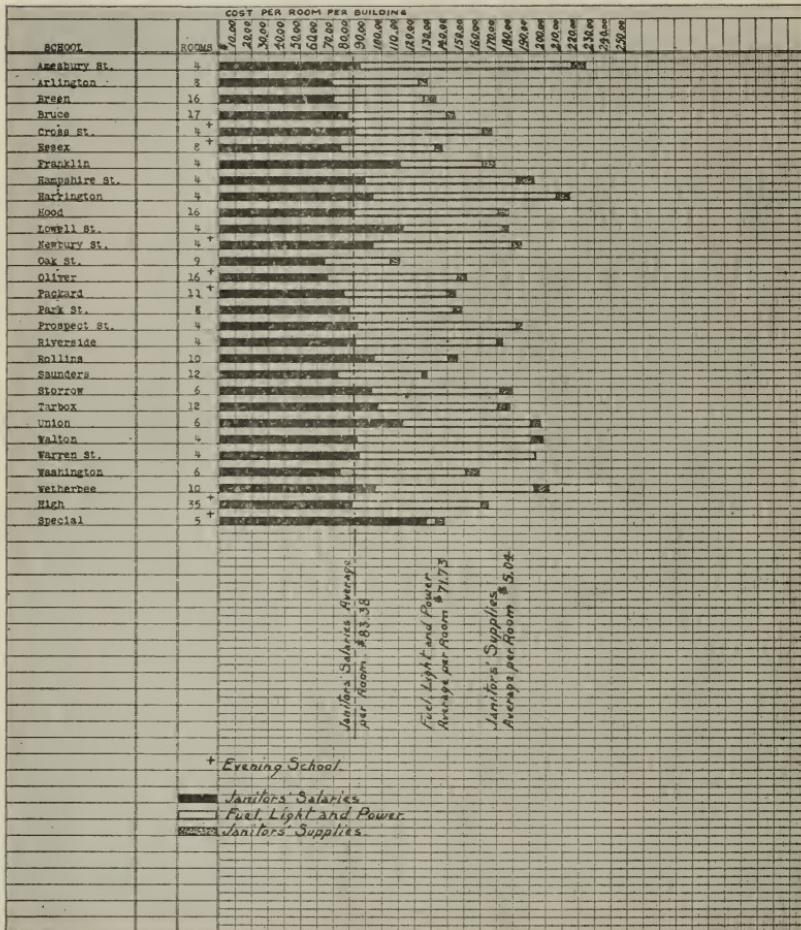


CHART V. Janitor Service, Fuel, Light and Power and Janitor Supplies, Per Class Room—1912.

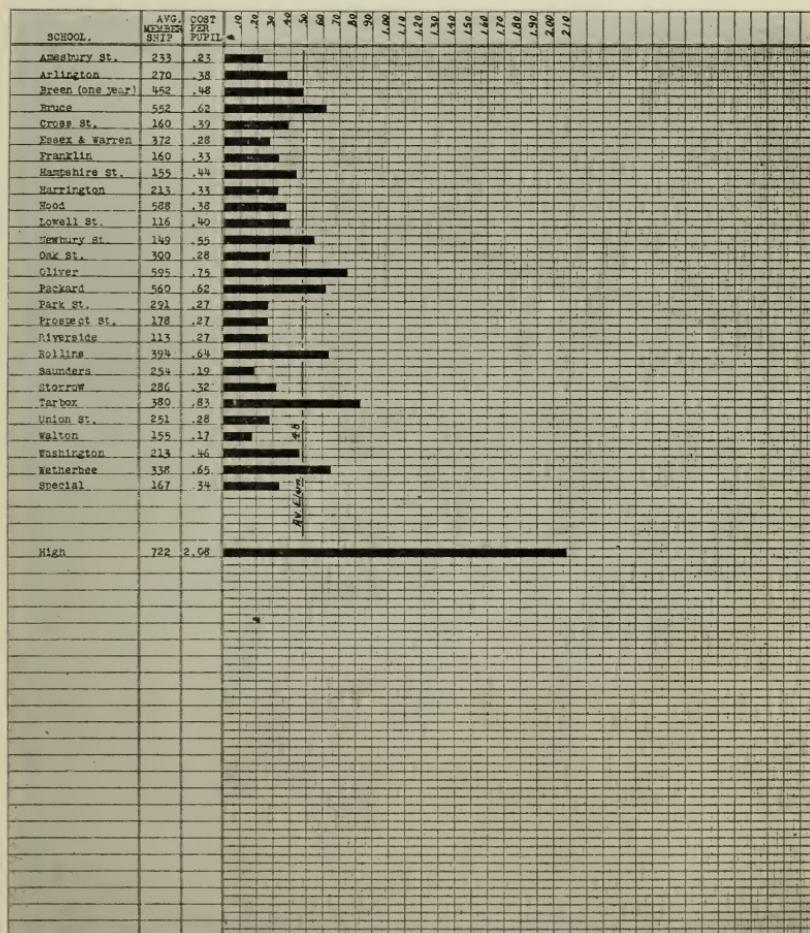


CHART VI. Annual Cost of Text-Books, Per Capita, For Five Years, 1908-1912.

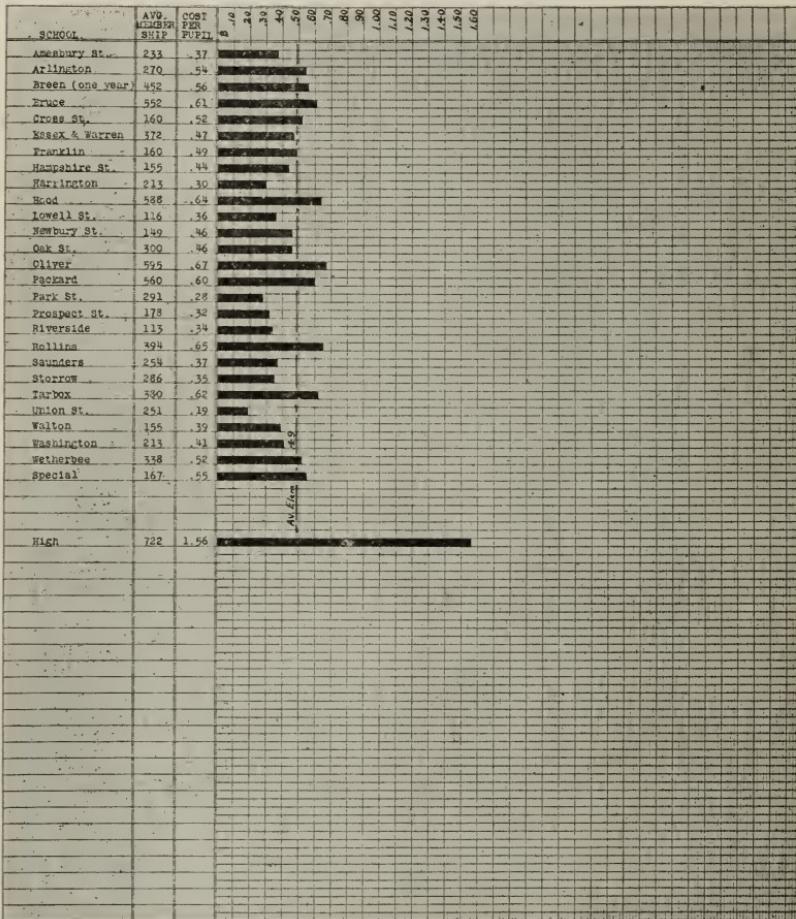


CHART VII. Annual Cost of Teachers' and Pupils' Supplies, Per Capita, For Five Years, 1908-1912.

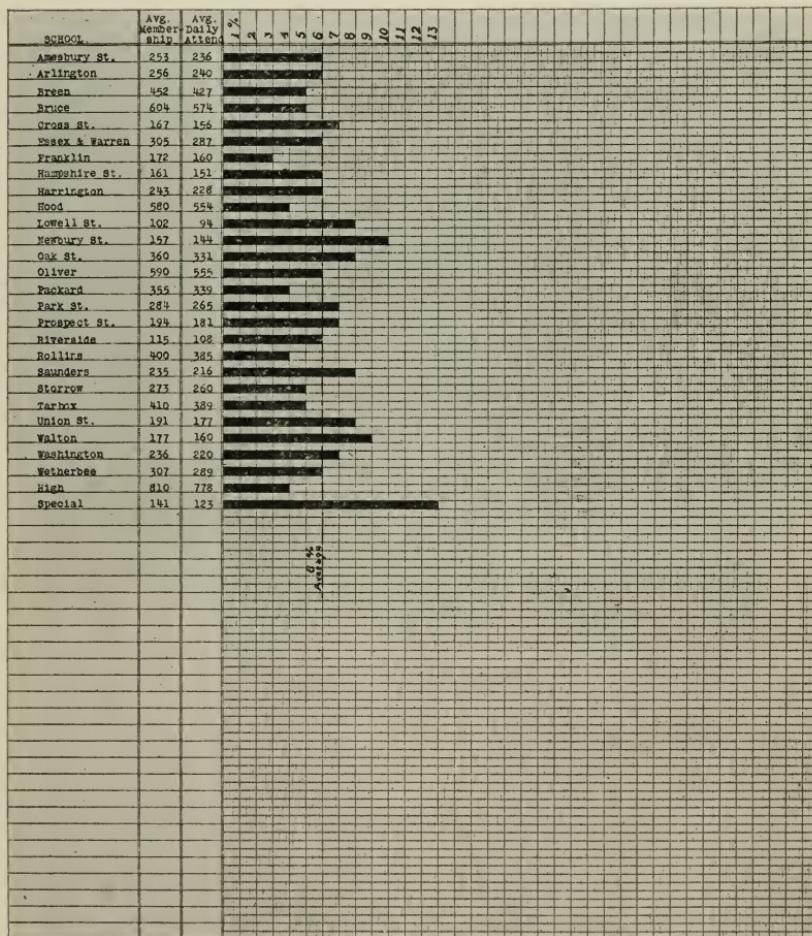


CHART VIII. Percentage of Absence in the Schools—1912.

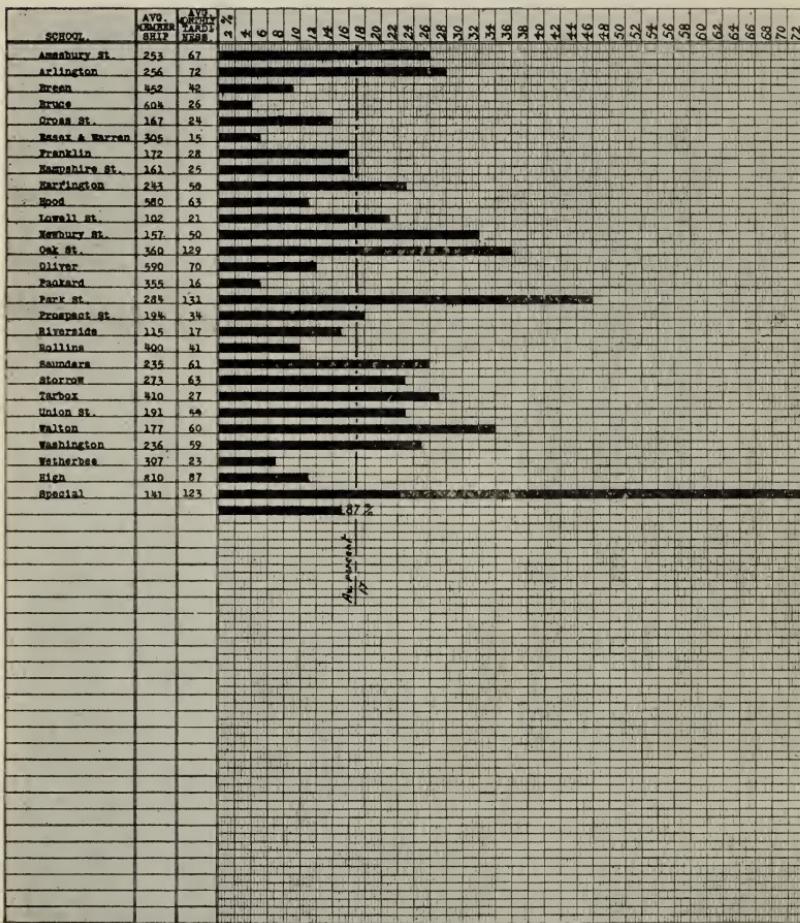


CHART IX. Percentage of Tardiness in the Schools—1912.



## APPENDIX II

---

- Table No. 1. Receipts and Expenditures for 1912.
- Table No. 2. Comparative Expenditure for 1911 and 1912.
- Table No. 3. Proportion of Taxable Property Expended for Support of Public Schools, 1911 and 1912.
- Table No. 4. Amounts Appropriated and Expended for Maintenance of Schools for a Term of Thirteen Years.
- Table No. 5. Expenditure for a Period of Twelve Years.
- Table No. 6. Apportionment of Expenditure for 1910, 1911 and 1912.
- Table No. 7. Annual Cost of Education Per Pupil for Term of Eleven Years.
- Table No. 8. Itemized Expenditure for the Different Schools for 1912.
- Table No. 9. Per Capita Cost in the Different Schools for 1912.
- Table No. 10. Per Capita Cost of Teaching, Text Books and Supplies for 1912.
- Table No. 11. Average Per Capita Cost of Text Books and Teachers' and Pupils' Supplies in the Different Schools for Five Years.
- Table No. 12. Apportionment of Per Capita Cost for Eleven Years.
- Table No. 13. Per Capita Cost of Text Books and Supplies for Eleven Years.
- Table No. 14. Expenditure for Evening Schools, Season 1911-1912.
- Table No. 15. Day Teachers' Payrolls for Six Years.
- Table No. 16. Evening Teachers' Payrolls for Seven years.
- Table No. 17. Elementary School Salaries for 1911 and 1912.
- Table No. 18. Coal Account for 1910, 1911 and 1912.

Table I.  
RECEIPTS AND EXPENDITURES, 1912.

---

*Receipts.*

Appropriation .....	\$320,000.00
Special Appropriation for Portables...	3,650.28
Receipts .....	1,537.50
	<hr/>
	\$325,187.78

*Expenditures.*

Salaries of Teachers .....	\$245,339.62
Salaries of Janitors .....	22,197.75
Salaries of Officers, Clerks, Etc. ....	8,194.00
Text-Books .....	3,783.07
Supplies .....	7,059.73
Light and Power .....	2,726.46
Fuel .....	15.551.13
Portable Schoolhouses .....	3,650.28
Miscellaneous .....	4,861.53
	<hr/>
Balance Unexpended .....	\$313,363.57
	11,824.21
	<hr/>
	\$325,187.78

Table 2.

COMPARATIVE EXPENDITURE FOR 1911-1912.  
 (Excluding the special cost of the portable buildings.)

	1911	1912	Increase or Decrease
Salaries of Teachers....	\$243,071.70	\$245,339.62	\$2,267.92 Inc.
Salaries of Janitors ....	21,450.40	22,197.75	747.35 Inc.
Salaries of Officers, Clerks, Etc.....	8,039.00	8,194.00	155.00 Inc.
Text-Books .....	5,224.69	3,783.07	1,441.62 Dec.
Pupils', Teachers' and Janitors' Supplies ...	7,773.89	7,059.73	714.16 Dec.
Light and Power .....	2,678.08	2,726.46	48.38 Inc.
Fuel .....	13,573.34	15,551.13	1,977.79 Inc.
Printing .....	1,147.55	990.81	156.74 Dec.
Rent .....	1,000.00	100.00	900.00 Dec.
Telephones .....	393.25	463.55	70.30 Inc.
Miscellaneous .....	4,405.45	3,307.17	1,098.28 Dec.
	\$308,757.35	\$309,713.29	\$955.94 Inc.

Table 3.

PROPORTION OF TAXABLE PROPERTY EXPENDED  
FOR SUPPORT OF PUBLIC SCHOOLS.

	1911	1912	Increase
Valuation .....	\$71,029.943.50	\$75,493,314.00	\$4,463,370.00
Cost of Maintenance of Public Schools.	308,757.35	309,713.29	955.94
Two Portable Schoolhouses ....		3,650.28	
Expenditures for School Buildings:			
Repairs and Im- provements (Pub- lic Property Dept.)	25,466.65	12,255.70	13,210.95‡
Int'ret and Redemp- tion of School Bonds .....	31,036.00	30,400.00	636.00‡
Expended for all School Purposes .	365,260.00	356,019.27*	9,240.73‡
No. of dollars spent for all school pur- poses out of every \$1000 valuation ..	5.14	4.72	42‡

‡Decrease.

\*Cost of the Lawrence Industrial School is not here included.

Table 4.

AMOUNTS APPROPRIATED AND EXPENDED FOR  
MAINTENANCE OF SCHOOLS FOR A TERM  
OF THIRTEEN YEARS.

	Appropriated	Receipts	Expended	Overdraft
1900.....	\$170,000.00	\$ 44.50	\$171,253.18	\$ 1,208.68
1901.....	180,000.00	74.70	185,802.54	5,727.84
1902.....	180,000.00	32.00	193,409.19	13,377.19
1903.....	185,000.00	63.50	215,492.57	30,429.07
1904.....	180,000.00	98.75	216,146.28	36,047.53
1905.....	180,000.00	418.66	216,952.07	36,533.41
1906.....	217,000.00	435.73	229,401.61	11,965.88
1907.....	176,000.00	331.35	251,816.22	75,484.87
1908.....	241,000.00	542.05	276,246.56	34,704.51
1909.....	176,000.00	547.92	275,504.06	98,956.14
1910.....	177,850.00	561.48	289,413.41	111,001.93
1911.....	181,000.00	1182.89	308,757.35	126,574.46
1912.....	320,000.00*	1537.50	309,713.29	11,824.21‡

‡Unexpended.

\*In addition to this, the sum of \$3650.28 was appropriated and expended for two portable schoolhouses.

Table 5.

## EXPENDITURE FOR A PERIOD OF TWELVE YEARS.

	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
Salaries of Teachers	\$141,301.20	\$148,487.00	\$154,819.62	\$160,878.63	\$161,375.80	\$174,831.10	\$188,305.99	\$208,305.01	\$213,532.40	\$222,604.38	\$243,071.70	\$245,339.62
Salaries of Janitors	.....	12,603.50	14,664.00	15,913.57	15,707.50	16,449.25	17,573.25	18,758.05	19,720.25	19,507.25	20,469.36	21,450.40
Salaries of Officers, Clerks, Etc.	5,060.00	5,100.00	5,100.00	6,000.00	6,066.66	6,735.00	7,046.01	7,698.01	7,662.50	7,704.99	8,039.00	8,194.00
Text Books, etc.	4,961.58	4,373.17	4,901.65	4,567.97	6,031.39	6,180.62	5,371.88	6,393.97	5,177.88	7,166.67	5,224.69	3,783.07
Supplies, etc.	6,692.29	9,822.92	7,818.73	8,123.87	8,554.91	9,000.05	10,091.39	12,169.01	9,998.52	10,155.97	10,451.97	9,786.19
Fuel, etc.	11,289.55	8,066.65	23,422.63	17,142.20	15,119.55	11,746.10	16,902.79	15,065.08	13,958.18	12,890.03	13,573.34	15,551.13
Miscellaneous,	3,894.42	2,895.45	3,516.37	3,726.11	3,354.51	3,335.49	5,340.11	6,895.23	5,667.33	8,422.01	6,946.25	4,861.53
Totals, . . . . .	\$185,802.54	\$193,409.19	\$215,492.57	\$216,146.28	\$216,952.07	\$229,401.61	\$251,816.22	\$276,246.56	\$275,504.06	\$289,413.41	\$308,757.35	\$309,713.29

Table 6.

## APPORTIONMENT OF EXPENDITURE.

1910, 1911 and 1912.

	1910	1911	1912
Expended for teachers' salaries..	76.90%	78.74%	79.21%
Fuel and care.....	11.54%	11.34%	13.07%
Books and supplies.....	5.08%	4.21%	3.50%
Administration salaries.....	2.66%	2.64%	2.65%
Miscellaneous .....	3.82%	3.07%	1.57%
	100.00%	100.00%	100.00%

Table 7.

AVERAGE ANNUAL COST OF EDUCATION PER  
PUPIL FOR TERM OF ELEVEN YEARS.

(Including cost of evening and vacation schools.)

Year	Cost per Pupil.	Year	Cost per Pupil.
1912	\$36.31		
1911	36.69	1906	\$27.29
1910	34.52	1905	27.29
1909	33.46	1904	28.74
1908	34.23	1903	29.24
1907	30.97	1902	26.43

Per Capita Cost for 1912, excluding Evening School Expense, \$35.78.

Table 8: ITEMIZED EXPENDITURE FOR THE DIFFERENT SCHOOLS.  
(Year Ending December 31, 1912.)

Name of School.	Text-Books.	Furniture, Fixtures, and Grounds.	Teachers' Salaries.	Janitors' Salaries.	Lighting.	Heatins.	Powder.	Laundry.	Maintenance.	Tractional.	Totals.
Amesbury St.	16.00	5,399.25	347.68	60.24	35.98	507.00	13.15	12.30	....	6,391.60	7,983.70
Arlington	3.60	6,846.00	551.73	101.82	44.44	415.95	8.96	11.20	....	7,983.70	12,729.68
Breen	....	217.68	10,115.99	1125.00	251.34	107.43	811.14	50.07	34.49	16.54	....
Cross St.	1.00	264.41	13,499.25	1351.50	404.14	70.67	730.40	55.57	241.23	21.72	4.75
Essex	10.84	28.75	3,846.50	334.96	86.08	18.81	269.20	44.16	....	8.18	4,637.64
Franklin	25.00	10.84	6,210.40	594.66	†155.61	†42.80	444.75	19.36	....	10.90	7,499.32
Hampshire St.	3.50	25.00	4,338.00	446.79	90.55	29.13	173.67	28.39	....	8.06	5,143.09
Harrington	6.50	5.40	4,096.00	356.69	53.01	38.32	368.61	1.20	....	8.06	4,927.77
Hood	2.71	195.42	14,751.50	1335.07	230.10	28.26	479.14	10.32	....	8.11	5,983.14
Lowell St.	....	60.60	2,980.00	454.21	38.68	15.14	239.45	.96	....	20.45	18,045.96
Newbury St.	....	18.70	3,280.75	377.36	46.08	20.25	295.90	44.82	....	7.74	3,796.78
Oak St.	20.50	35.69	8,018.26	579.32	150.39	42.52	400.46	22.28	....	7.92	4,031.78
Oliver	50.00	440.84	14,452.75	1064.00	508.50	92.70	1069.34	188.75	....	8.59	9,278.51
Packard	2.00	156.80	9,717.00	848.00	259.04	52.85	663.53	30.16	....	23.33	17,890.21
Park St.	2.00	35.40	6,727.25	637.06	48.51	35.46	507.20	2.80	....	9.70	11,749.21
Prospect St.	....	11.17	3,788.00	338.43	46.84	12.53	390.21	.64	....	4.59	8,005.38
Riverside	1.00	1.80	3,050.00	332.84	44.06	9.87	349.56	.72	....	5.73	4,593.55
Rollins	5.50	123.25	10,549.50	954.00	189.39	45.87	386.01	22.02	51.20	14.30	3,797.86
Saunders	....	16.73	6,562.75	874.50	38.94	25.90	625.45	2.40	....	15.94	12,341.25
Storrow	3.00	1.12	6,694.25	563.39	79.04	47.05	471.50	....	....	13.68	8,162.61
Tarbox	....	62.80	10,471.00	1166.50	198.80	82.03	744.41	53.22	85.18	11.92	7,872.03
Union St.	....	29.97	5,026.75	675.00	28.43	26.91	472.93	.56	....	5.25	12,881.11
Walton	....	12.57	4,878.12	337.61	45.38	26.14	407.60	14.12	3.06	8.16	6,268.71
Warren St.	1.00	....	2,068.00	340.79	....	....	423.67	12.40	....	3.06	5,732.76
Washington	....	103.24	5,743.13	442.02	56.94	42.95	449.61	12.88	....	7.56	2,843.40
Wetherbee	2.50	95.70	7,747.00	954.00	157.70	74.76	789.49	26.66	....	9.67	6,860.44
High Special School	28.25	1347.91	*34,399.50	2863.25	1199.06	102.69	1713.80	906.90	141.51	28.18	10,019.28
		17.78	3,985.87	636.00	78.14	22.10	9.00	24.29	....	10.84	42,740.44
											4,823.47

\*Clerk's Salary Included.

†Essex and Warren.

Table 9.

PER CAPITA COST IN THE DIFFERENT SCHOOLS.  
(Year Ending December 31, 1912.)

Name of School.	Average Membership.	Total Expenditure 1912.	Per Capita Cost of Schooling.
Amesbury St. ....	253	\$ 6,391.60	\$25.26
Arlington ....	256	7,983.70	30.83
Breen ....	452	12,729.68	28.16
Bruce ....	604	16,643.64	27.56
Cross St. ....	167	4,637.64	27.77
Essex and Warren ....	305	10,342.74	33.91
Franklin ....	172	5,143.09	29.90
Hampshire St. ....	161	4,927.77	30.61
Harrington ....	243	5,983.14	24.62
Hood ....	580	18,045.96	31.11
Lowell St. ....	102	3,796.78	37.22
Newbury St. ....	157	4,091.78	26.06
Oak St. ....	360	9,278.51	25.77
Oliver ....	590	17,890.21	30.32
Packard ....	355	11,749.21	33.10
Park St. ....	284	8,005.38	28.19
Prospect St. ....	194	4,593.55	23.68
Riverside ....	115	3,797.86	33.02
Rollins ....	400	12,341.25	30.85
Saunders ....	235	8,162.61	34.75
Storrow ....	273	7,872.03	28.83
Tarbox ....	410	12,881.11	31.42
Union St. ....	191	6,268.71	32.82
Walton ....	177	5,732.76	32.39
Washington ....	236	6,860.44	29.07
Wetherbee ....	307	10,019.28	32.63
High ....	810	42,740.44	52.76
Special ....	141	4,823.47	34.22

Table 10.

PER CAPITA COST OF SALARIES, TEXT BOOKS,  
TEACHERS' AND PUPILS' SUPPLIES AND  
JANITORS' SUPPLIES.

(Year Ending December 31, 1912.)

Name of School.	Average Membership, 1912.	Teachers' Salaries Per Capita.	Text-Books. Per Capita.	Teachers' and Pupils' Supplies Per Capita.	Janitors' Supplies Per Capita.
Amesbury St. ....	253	\$21.34	.07	.24	.14
Arlington ....	256	26.74	—	.41	.17
Breen ....	452	22.38	.48	.56	.24
Bruce ....	604	22.35	.44	.67	.12
Cross St. ....	167	23.03	.17	.52	.11
Essex and Warren ....	305	27.14	.03	.51	.12
Franklin ....	172	25.22	.02	.52	.17
Hampshire St. ....	161	24.82	.02	.33	.23
Harrington ....	243	20.81	—	.22	.12
Hood ....	580	25.42	.34	.40	.16
Lowell St. ....	102	29.21	.59	.38	.15
Newbury St. ....	157	20.89	.12	.29	.13
Oak St. ....	360	22.23	.10	.42	.12
Oliver ....	590	24.45	.75	.86	.16
Packard ....	355	27.37	.44	.73	.15
Park St. ....	284	23.69	.12	.17	.12
Prospect St. ....	194	19.47	.06	.24	.06
Riverside ....	115	26.52	—	.38	.06
Rollins ....	400	26.37	.31	.47	.11
Saunders ....	235	27.93	.07	.17	.11
Storrorow ....	273	24.52	—	.29	.17
Tarbox ....	410	25.54	.15	.48	.20
Union St. ....	191	26.32	.15	.15	.14
Walton ....	177	27.53	.07	.26	.15
Washington ....	236	24.34	.44	.24	.18
Wetherbee ....	307	25.23	.31	.51	.24
High ....	810	42.47	1.66	1.48	.13
Special ....	141	28.27	.13	.55	.16

Table 11.

AVERAGE PER CAPITA COST OF TEXT BOOKS AND  
TEACHERS' AND PUPILS' SUPPLIES FOR  
FIVE YEARS.

Name of School.	1908	1909	1910	1911	1912	Average Five Years.
Amesbury St.....	.90	.88	.45	.45	.30	.59
Arlington .....	.97	1.54	1.13	.53	.41	.91
Breen .....	..	..	..	4.82	1.04	..
Bruce .....	1.15	1.23	1.34	1.31	1.11	1.23
Cross St. ....	.88	.95	1.38	.65	.68	.91
Essex and Warren St. ....	1.00	.80	.77	.63	.54	.75
Franklin .....	1.25	.97	.66	.61	.55	.81
Hampshire St. ....	.93	1.54	.77	.78	.36	.87
Harrington .....	.72	.97	.71	.51	.22	.63
Hood .....	1.72	1.11	1.05	.48	.73	1.02
Lewell St. ....	.55	.63	1.07	.58	.97	.76
Newbury Et. ....	1.43	1.23	1.28	.72	.41	1.01
Oak St. ....	.81	.95	.79	.64	.52	.74
Oliver .....	1.71	1.45	1.11	1.24	1.61	1.42
Packard .....	1.42	1.19	1.55	.78	1.17	1.22
Park St. ....	.66	.60	.69	.51	.30	.55
Prospect St. ....	.60	.84	.74	.46	.24	.58
Riverside .....	.49	.31	1.36	.52	.38	.61
Rollins .....	1.92	1.47	1.14	1.17	.74	1.29
Saunders .....	.70	.63	.54	.70	.23	.56
Storror .....	.68	.90	.74	.72	.29	.67
Tarbox .....	2.57	1.23	1.51	1.69	.64	1.53
Union St. ....	.38	.36	.46	.82	.31	.47
Walton .....	.59	.37	.86	.68	.33	.57
Washington .....	.92	1.04	.95	.75	.68	.87
Wetherbee .....	1.46	1.22	1.12	1.22	.82	1.17
High .....	4.92	2.54	4.68	2.92	3.14	3.64
Special .....	.97	.86	1.00	.90	.68	.88

Table 12.

APPORTIONMENT OF EXPENDITURE FOR  
ELEVEN YEARS.

(Including evening and vacation schools.)

	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
Teaching .	\$20.29	21.00	21.39	20.29	21.64	23.16	25.83	25.94	26.55	28.89	28.76
Fuel and care ....	3.10	5.33	4.37	3.97	3.62	4.39	4.31	4.06	3.98	4.16	4.43
Books and supplies	1.69	1.44	1.43	1.58	1.65	1.58	1.94	1.55	1.75	1.54	1.27
Light, power	.25	.29	.26	.25	.22	.30	.35	.29	.32	.33	.32
Officers, salaries..	.70	.70	.80	.77	.83	.87	.95	.93	.92	.95	.96
Miscellan's	.40	.48	.49	.43	.40	.67	.85	.69	1.00	.82	.57
Total ..	\$26.43	29.24	28.74	27.29	28.36	30.97	34.23	33.46	34.52	36.69	36.31

Table 13.

PER CAPITA EXPENDITURE FOR TEXT BOOKS AND  
SUPPLIES FOR ELEVEN YEARS.

(Including Evening and Vacation Schools.)

Year	Aver. No. of Pupils	Expended for Text Books	Cost per Pupil	Expended for Supplies	Cost per Pupil	Cost of Both
1902	7,325	\$4,373.17	.60	\$8,023.85	\$1.09	\$1.69
1903	7,369	4,901.65	.67	5,637.36	.77	1.44
1904	7,523	4,567.97	.67	6,114.74	.76	1.43
1905	7,951	6,031.39	.75	6,512.76	.83	1.58
1906	8,075	6,180.62	.75	7,194.25	.90	1.65
1907	8,129	5,371.88	.66	7,438.17	.92	1.58
1908	8,065	6,293.97	.79	9,309.84	1.15	1.94
1909	8,232	5,177.88	.63	7,541.87	.92	1.55
1910	8,383	7,166.67	.85	7,547.89	.90	1.75
1911	8,415	5,224.69	.62	7,768.39	.92	1.54
1912	8,529	3,783.07	.44	7,059.73	.83	1.27

Table 14.  
EXPENDITURES FOR EVENING SCHOOLS,  
1911-1912.

	High	Drawing	Oliver	Essex	Packard	Totals
Teachers'						
Salaries	\$5,960.48	\$456.00	\$3,666.00	\$291.50	\$291.50	\$10,665.48
Text-Books,	149.82	....	110.67	....	....	260.49
Janitors'						
Salaries,	534.50	....	246.75	33.75	90.00	923.00
Teachers' and						
Pupils' Sup.	150.22	14.40	64.93	3.83	12.83	246.21
Janitors'						
Supplies,	14.10	....	7.45	....	....	21.55
Total Expend.						
per School,	6,809.12	470.40	4,113.80	329.08	494.33	....
Graduation						
Expense,	....	....	....	....	....	198.57
Supervisor's						
Salary,	....	....	....	....	....	400.00
Grand Total,	....	....	....	....	....	\$12,715.30
Per capita cost (on average attendance.)	10.01	11.76	5.89	5.77	6.59	8.20

Table 15.

TEACHERS' PAYROLLS FOR SIX YEARS.  
DAY SCHOOL.

	1907	1908	1909	1910	1911	1912
January ...	\$16,441.00	\$19,352.24	\$19,962.50	\$20,490.00	\$22,335.00	\$23,253.00
February ..	16,754.74	19,466.75	20,006.00	20,551.50	22,530.25	23,287.87
March .....	16,817.00	19,444.01	20,079.50	20,667.50	22,566.00	23,432.50
April .....	16,679.00	19,510.49	20,010.75	20,707.50	22,671.25	23,386.25
May .....	16,824.49	19,426.00	19,977.50	20,708.13	22,695.70	23,473.75
June .....	16,792.50	19,428.00	19,955.50	20,763.25	22,681.80	23,497.00
September .	19,029.75	19,518.00	20,265.00	21,049.38	23,699.13	23,562.99
October ....	19,194.26	19,740.24	20,465.37	22,295.99	23,663.00	23,602.75
November ..	19,172.00	19,964.13	20,466.25	22,371.00	23,523.38	23,618.25
December ..	19,262.25	20,016.25	20,525.75	22,452.00	23,561.62	23,735.76
Totals, ...	\$176,966.99	\$195,866.11	\$201,714.12	\$212,056.25	\$229,927.13	\$234,850.12

Table 16.

TEACHERS' PAYROLL FOR SEVEN YEARS.  
EVENING SCHOOLS.

	1906	1907	1908	1909	1910	1911	1912
January	\$1,940.00	\$2,009.50	\$2,663.50	\$2,366.00	\$2,065.16	\$1,816.16	\$1,973.50
February	2,403.50	2,452.00	2,139.50	2,350.00	2,848.86	1,825.16	1,060.00
March						1,465.37	1,050.00
October	1,829.00	1,566.50	2,486.50	2,200.66	1,446.49	2,282.16	1,718.00
November	1,906.50	2,224.00	2,402.00	2,188.16	1,820.16	2,314.16	2,353.00
December	1,326.50	2,192.00	2,134.50	2,147.66	1,817.66	2,305.66	2,335.00
Totals,	\$9,405.50	\$10,444.00	\$11,826.00	\$11,252.48	\$9,998.33	\$12,008.67	\$10,489.50

Table 17.

ELEMENTARY SCHOOL SALARIES IN 1911 AND 1912.  
 (Including salaries of principals.)  
 Comparative Table.

1911.		1912.	
Salary.	Number Receiving.	Salary.	Number Receiving.
\$ 450	9	\$ 450	8
500	33	500	22
550	16	550	18
600	4	600	16
650	16	650	4
700	53	700	14
750	86	750	134
760	—	760	1
800	7	800	19
825	—	825	3
850	9	850	12
900	1	900	2
1100	3	1100	3

Table 18.

COAL DELIVERIES 1910, 1911 AND 1912.  
Average for Three Years.

Name of School.	1910			1911			1912		
	Tons Del.	Rooms.	Ave. per Room.	Tons Del.	Rooms.	Ave. per Room.	Tons Del.	Rooms.	Ave. per Room.
Amesbury .....	61	4	15	66	4	15	74	4	18
Arlington .....	65	8	8	67	8	8	61	8	8
Breen .....				71*			124		
Bruce .....	123	17A	7	103	18A	6	130	18A	7
Cross Street ....	58	4	14	71	4E	18	40	4E	10
Essex .....	77	8E	10	68	8E	9	65	8E	8
Franklin .....	50	4	12	57	4	14	26	4	7
Hampshire St. ...	48	4	12	49	4	12	55	4	14
Harrington .....	63	4	16	60	4	15	64	4	21
Hood .....	228	16A	14	154	16A	10	183	16A	11
Lowell Street ...	33	4	8	35	4	9	35	4	9
Newbury Street..	31	4	8	34	4E	9	45	4E	11
Oak Street ....	54	6	9	58	6	10	57	6	9
Oliver, Special..	264	30E	9	162	22E	7	193	25E	6
Packard .....	74	12E	6	81	12E	7	105	12E	9
Park Street ....	71	8	9	70	8	9	75	8	9
Prospect Street..	63	4	16	55	4	14	59	4	15
Rollins .....	104	10A	10	85	10A	9	71	10A	7
Saunders .....	83	12	7	85	12	7	92	12	8
Storrow .....	55	6	9	59	6	10	64	6	11
Tarbox .....	96	10A	10	104	10A	11	112	10A	11
Union Street ....	66	6	11	59	6	10	71	6	12
Walton .....	55	4	14	55	4	14	60	4	15
Warren Street .	52	4	13	58	4	15	63	4	16
Washington ....	66	6	11	65	6	11	66	6	11
Wetherbee .....	105	10A	11	116	10A	12	106	10A	11
High .....	235	33AE	7	237	35AE	7	206	35AE	6
									7

A—Assembly hall, teacher's rooms, library, etc. Fan system.

E—Evening schools.

\*Partial supply.



## APPENDIX III

---

- Table No. 1: Summary of Statistics for 1912. School Census, September 1912. School Buildings and Teachers. Enrollment and Attendance. Attendance in December. Evening School Attendance in December. Number of days schools were actually in session.
- Table No. 2: Summary of Monthly Reports for School Year ending June 1912.
- Table No. 3: Enrollment and Attendance, January to December. Term of Thirteen Years.
- Table No. 4: Average Number of Pupils per Teacher in the Different Elementary Schools.
- Table No. 5: Average Number of Pupils per Teacher for Seven Years.
- Table No. 6: Size of Elementary Classes for Seven years.
- Table No. 7: High School Statistics.
- Table No. 8: Number of Pupils in the Different Grades of the Elementary Schools for a Term of Eight Years.
- Table No. 9: Ages of Pupils in the Grades.
- Table No. 10: Promotions in the Grades for Six Years.
- Table No. 11: Repeaters in the Grades.
- Table No. 12: Evening School Enrollment and Attendance, Season 1911-12.
- Table No. 13: Growth of the Evening High School and the Evening Preparatory School.
- Table No. 14: Number of pupils pursuing the Different Branches in the Evening High School.
- Table No. 15: Nationalities in the Evening Elementary Schools.
- Table No. 16: School Buildings.
- Table No. 17: School Sittings.
- Table No. 18: Schedule of Salaries.

## Table I.

## SUMMARY.

## I. Census.

State Census, 1905 .....	70,000
Special Census, 1907 .....	76,616
National Census, 1910 .....	85,892
Children between 5 and 15, September, 1912.....	13,840

## II. Buildings.

Number of School Buildings .....	29
Number of occupied Class Rooms .....	232

## III. Teachers.

In High School .....	34
Men 12   Women 22	
In Elementary Schools .....	262
Men 7   Women 252	
Supervisors .....	6
of Drawing 3	
of Music 3	
Special Teachers of Sewing .....	5
Total number of Day School Teachers .....	307
Evening School Teachers, December 23, 1911.....	89
Supervisor .....	1
High School .....	21
Men 15   Women 6	
High School preparatory .....	8
Men 0   Women 8	
Elementary .....	57
Men 6   Women 51	
Drawing .....	3
Men 3   Women 0	
Total number of teachers, day and evening schools.....	396

## IV. Attendance.

	1911	1912	Increase
Total enrollment .....	10,688	10,840	152
Average number belonging.....	8,414.81	8,528.83	114.02
Average attendance .....	7,876.49	8,027.47	150.98
Percent attendance .....	93.6	94.12	.52
High School graduates .....	115	134	19

## V. Attendance in December.

	1911	1912	Increase
Whole number .....	8557	8948	+ 391
In High School .....	835	851	+ 16
In Elementary Schools .....	7722	8097	+ 375
In First Grade .....	1453	1633	+ 180
In Second Grade .....	1201	1192	- 9
In Third Grade .....	1103	1172	+ 69
In Fourth Grade .....	992	1006	+ 14
In Fifth Grade .....	970	998	+ 28
In Sixth Grade .....	758	828	+ 70
In Seventh Grade .....	655	665	+ 10
In Eighth Grade .....	538	486	- 52
Ungraded .....	52	117	+ 65

## VI. Evening School Attendance in December.

	1911	1912	Increase
High School—Regular .....	543	689	146.
High School—Preparatory .....	265	332	67
Elementary Schools .....	1170	1283	113
Drawing .....	60	21	39*

\*Decrease.

## VII.

Number of days schools were actually in session.....	188	1-2
Number of days omitted because of holidays.....	7	
Number of days omitted by special vote of committee....	5	
Number of days omitted by the no-school signal.....		1-2
Actual number of weeks schools are in session in a forty-week year .....	37	7-10

TABLE 2—SUMMARY OF MONTHLY REPORTS FOR SCHOOL, YEAR ENDING JUNE, 1912.

Name of School	Total Enrollment for Month	Average No. Belonging N. of	Average Daily Attendance	Per Cent. of Attendance	Total Half Days Absent	No. Cases of Trachoma	No. Cases of Diphtheria	No. Cases of Scarlet Fever	No. Cases of Impetigo	No. Cases of Suspension	Half Days Teacher Absent or Was Tardy
Amesbury Street .....	306	239.98	221.56	92.32	6,429	665	4	27	3	0	96
Arlington .....	318	240.82	226.42	94.02	5,345	765	43	13	16	0	23
Breen .....	543	453.31	429.71	94.99	8,560	452	128	11	5	0	55
Bruce .....	683	600.48	565.55	94.35	11,797	422	309	10	13	0	56
Cross Street .....	207	170.76	160.65	93.91	3,749	238	120	17	46	0	27
Essex .....	369	297.52	280.57	94.30	6,321	132	103	3	3	0	38
Franklin .....	241	165.84	154.58	93.72	4,182	312	11	12	11	0	109
Hampshire Street .....	233	165.13	156.14	94.56	3,300	251	66	48	102	0	9
Harrington .....	291	238.05	225.60	94.77	5,362	470	39	11	1	0	5
Hood .....	687	577.57	551.93	95.69	9,650	693	305	7	8	0	146
Lowell Street .....	119	93.47	87.42	93.52	2,217	216	59	10	14	0	7
Newbury Street .....	186	150.36	138.16	91.85	4,591	499	41	42	30	0	223
Oak Street .....	439	342.50	312.77	91.32	10,086	1,531	3	12	6	0	27
Oliver .....	736	577.97	542.55	93.72	13,468	714	356	45	75	0	102
Packard .....	429	358.11	341.23	95.25	6,321	192	342	10	26	0	36
Park Street .....	323	276.45	258.82	93.63	6,559	1,432	94	13	12	0	107
Prospect Street .....	222	192.02	180.16	93.82	4,411	374	110	0	5	0	25
Riverside .....	114	111.40	106.20	95.60	1,822	167	51	1	2	0	7
Rollins .....	446	398.89	384.46	96.39	5,360	386	215	30	11	0	236
Saunders .....	295	248.72	219.54	91.90	6,761	643	95	24	11	0	29
Storrow .....	302	272.81	260.32	95.73	4,629	646	91	10	14	0	96
Tarbox .....	455	412.40	392.05	95.03	7,605	248	113	11	2	0	158
Union Street .....	237	188.92	175.19	92.68	5,170	349	52	14	12	0	43
Walton .....	242	168.53	154.33	91.74	5,276	533	26	1	23	0	9
Washington .....	257	208.85	197.65	94.63	3,766	656	65	11	13	0	30
Wetherbee .....	352	311.03	295.08	94.76	5,987	222	168	19	31	0	73
High .....	869	801.98	774.57	96.57	5,245	817	583	23	0	60	23
Special School .....	228	124.36	105.54	84.85	7,232	1,452	26	85	38	0	46
Grand Totals .....	10,129	8,388.23	7,898.75	94.16	171,211	15,477	3,618	523	—	—	1,860

Table 3.

ENROLLMENT AND ATTENDANCE, JANUARY TO  
DECEMBER, TERM OF THIRTEEN YEARS.

	Total Enrollment	Average Membership	Average Attendance	Percent. of Attendance
1900.....	8,784	6,904	6,500	.94
1901.....	8,800	7,038	6,639	.94
1902.....	9,140	7,325	6,841	.94
1903.....	9,160	7,369	6,901	.94
1904.....	9,571	7,523	7,089	.94
1905.....	9,762	7,951	7,442	.94
1906.....	10,387	8,074	7,447	.92
1907.....	10,461	8,129	7,531	.93
1908.....	10,183	8,065	7,565	.94
1909.....	10,711	8,232	7,679	.93
1910.....	10,754	8,383	7,806	.93
1911.....	10,688	8,415	7,876	.93
1912.....	10,840	8,529	8,027	.94

Table 4.  
AVERAGE NUMBER OF PUPILS PER TEACHER IN  
THE ELEMENTARY SCHOOLS.

	No. Belonging Dec. 1912.	No. of Teachers	Av. No. Pupils per Teacher
Amesbury St. ....	240	9	26.7
Arlington ....,....	284	8*	35.5
Breen ....,....	453	13*	34.8
Bruce ....,....	622	17*	36.6
Cross St. ....,....	163	5	32.6
Essex ....,....	261	8*	32.6
Franklin ....,....	198	7	28.3
Hampshire St. ....	172	5	34.4
Harrington ....,....	229	8	28.6
Hood ....,....	372**	11**	33.9
Lowell St. ....,....	107	4	26.8
Newbury St. ....,....	175	5	35
Oak St. ....,....	464	16	29
Oliver ....,....	622	18*	34.6
Packard ....,....	358	12*	29.8
Park St. ....,....	294	8*	36.8
Prospect St. ....,....	193	7	27.6
Riverside ....,....	123	4	30.8
Rollins ....,....	404	12*	33.7
Saunders ....,....	239	8*	29.9
Storrow ....,....	285	10	28.5
Tarbox ....,....	430	13*	33.1
Union St. ....,....	194	7	27.7
Walton ....,....	200	7	28.6
Warren ....,....	71	2	35.5
Washington ....,....	235	7	33.6
Wetherbee ....,....	295	9*	32.8
Special ....,....	199	6*	33.2

Average number of Pupils per teacher, 32.4

\*Masters and supervising principals not counted.

\*\*Practice department not counted.

Table 5.

## AVERAGE NUMBER OF PUPILS PER TEACHER.

December 1906.....	35.2
December 1907.....	33.4
December 1908.....	32.4
December 1909.....	32.2
December 1910.....	32.1
December 1911.....	30.5
December 1912.....	32.4

Table 6.

SIZE OF ELEMENTARY SCHOOL CLASSES FOR THE  
LAST SEVEN YEARS, IN THE MONTH  
OF DECEMBER.

1906.

26 rooms had 30 or less.

101 rooms had more than 30 and less than 41.

39 rooms, taught by one teacher, had more than 40 pupils.

11 rooms had *two* teachers.

1907.

30 rooms had 30 or less.

102 rooms had more than 30 and less than 41.

41 rooms, taught by one teacher, had more than 40 pupils.

25 rooms had *two* teachers.

1908.

30 rooms had 30 or less.

123 rooms had over 30 and less than 41.

33 rooms, taught by one teacher, had more than 40 pupils.

16 rooms had *two* teachers.

1909.

26 rooms had 30 or less.

106 rooms had over 30 and less than 41.

40 rooms, taught by one teacher, had more than 40 pupils.

24 rooms had *two* teachers.

1910.

35 rooms had 30 or less.

85 rooms had over 30 and less than 41.

47 rooms, taught by one teacher, had more than 40 pupils.

28 rooms had *two* teachers.

1911.

54 rooms had less than 30 pupils.

98 rooms had over 30 pupils and less than 41.

12 rooms, taught by one teacher, had more than 40 pupils.

32 rooms taught by *two* teachers.

1912.

36 rooms had less than 30 pupils.

115 rooms had over 30 pupils and less than 41.

36 rooms, taught by one teacher, had more than 40 pupils.

29 rooms taught by *two* teachers.

Table 7.

## HIGH SCHOOL STATISTICS.

1912.

Average Membership .....	809.51
Number in entering class .....	349
Number of graduates .....	132
Number of teachers .....	30

## Statistics for School Year Ending June, 1912.

No. of teachers .....	30	Enrollment, December, 1912.
No. enrolled .....	884	First year,
Av. No. belonging.....	800.51	Boys ..... 183
Av. attendance.....	778.24	Girls ..... 184
In first year,		Second year,
September, 1911..	349	Boys ..... 114
June, 1912.....	259	Girls ..... 93
Percent. loss.....	25.79	Third year,
In second year,		Boys ..... 75
September, 1911..	228	Girls ..... 82
June, 1912.....	186	Fourth year,
Percent. loss.....	18.42	Boys ..... 65
In third year,		Girls ..... 63
September, 1911..	160	Post graduates,
June, 1912.....	133	Boys ..... 9
Percent. loss.....	16.88	Girls ..... 2
In fourth year,		Total,
September, 1911..	138	Boys ..... 446
June, 1912.....	134	Girls ..... 424
Percent. loss.....	2.89	Total ..... 870
No. of graduates,		
Boys .....	69	
Girls .....	65	
Total .....	134	

Aver. age of graduates, 1912  
 Boys....18 years 2 months  
 Girls....17 years 11 months

No. entering college or technical school ..... 34  
 No. entering normal school. 14

Number of Pupils Taking Following Subjects:

English .....	884	German .....	89
Music .....	756	Elocution .....	74
History .....	696	Chemistry .....	57
Algebra .....	522	Manual Training .....	51
Latin .....	431	Freehand Drawing .....	42
French .....	426	Physical Geography.....	40
Geometry .....	268	Botany .....	31
Stenography-Typewriting	255	Physiology and Hygiene..	30
Commercial Arithmetic...	142	Mechanical Drawing ....	66
Book-keeping .....	196	Elementary Science.....	65
Civics .....	393	Greek .....	2
Penmanship .....	142	Trigonometry .....	15
Physics .....	107		

Number of Recitation Periods per Week, exclusive of  
 Music and Drawing.

	Number taking	15 hours per week.	20 hours.	25 hours.
1913				
	Boys	6	38	22
	Girls	5	43	12
1914				
	Boys	6	46	25
	Girls	8	46	11
1915				
	Boys	18	79	26
	Girls	9	57	22
1916				
	Boys	31	162	5
	Girls	34	148	10

Av. No. of Rec. hours per week for each boy in school.....20.23  
 Av. No. of Rec. hours per week for each girl in school.....19.98  
 Av. No. of Rec. hours per week for each pupil in school....20.05

Table 8.

TABLE SHOWING NUMBER OF PUPILS IN EACH  
GRADE BELOW THE HIGH SCHOOL IN  
DECEMBER FOR EIGHT YEARS.

	1905	1906	1907	1908	1909	1910	1911	1912
Eighth ....	366	446	450	457	512	529	538	486
Seventh ....	618	642	668	730	685	723	655	665
Sixth ....	730	804	810	813	850	842	758	828
Fifth ....	968	978	994	971	917	910	970	998
Fourth ....	1035	1148	1046	969	980	988	992	1006
Third ....	1097	1118	1074	962	1076	1079	1103	1172
Second ....	1156	1155	1039	1068	1169	1244	1201	1192
First ....	1581	1315	1469	1401	1561	1622	1453	1633
Ungraded ..		117	155	180	66	31	52	117
Totals, ..	7551	7733	7615	7551	7816	7916	7722	8097

Table 9.

## AGES OF PUPILS IN THE GRADES.

(Children below the heavy lines are above normal age for the grade, according to the accepted standard.)

(December 1, 1912.)

Years Old	1	2	3	4	5	6	7	8	Totals
5	356								356
6	760	177	8						945
7	<u>312</u>	487	181	1					981
8	131	<u>327</u>	406	146	11				1021
9	69	136	<u>285</u>	372	164	4			1030
10	29	61	147	<u>259</u>	305	115	4		920
11	13	28	66	139	<u>242</u>	274	120	4	886
12	9	13	35	89	152	<u>256</u>	259	140	953
13	1	4	22	50	106	142	<u>213</u>	204	742
14	2	3	6	11	21	29	48	<u>100</u>	220
15				2	5	6	14	28	55
16			2	1	1	2	2	9	17
17						1		1	2
23							1		1
Totals . . . .	1682	1236	1158	1070	1007	829	661	486	8129
Above normal age . . . .	254	245	278	292	285	180	65	38	1637
Per' t above nor- mal age . . .	.15	.20	.24	.27	.28	.22	.10	.08	.20

Table 10.

## PROMOTION IN THE GRADES.

YEAR ENDING IN JUNE.

1906-7.

Grade	June List.	Promoted.	Left Behind.	Percent.
First	1293	891	362	.27
Second	1139	898	196	.17
Third	1050	876	159	.15
Fourth	985	802	163	.16
Fifth	1022	821	156	.15
Sixth	707	532	142	.20
Seventh	543	428	82	.15
Eighth	381	342	39	.10
Totals	7120	5590	1299	.18

1907-8

Grade	June List.	Promoted.	Left Behind.	Percent.
First	1343	876	417	.31
Second	971	787	164	.17
Third	1024	848	154	.15
Fourth	1013	846	131	.13
Fifth	914	795	106	.11
Sixth	757	686	97	.13
Seventh	538	425	90	.17
Eighth	398	290	23	.06
Totals	6958	5553	1182	.17

1908-9

Grade	June List.	Promoted.	Left Behind.	Percent.
First	1428	963	437	.31
Second	1122	941	155	.14
Third	1024	900	103	.10
Fourth	960	806	118	.12
Fifth	930	798	85	.09
Sixth	769	660	68	.08
Seventh	609	490	77	.13
Eighth	416	325	26	.06
Totals	7258	5883	1069	.15

1909-10

Grade	June List.	Promoted.	Left Behind.	Percent.
First	1516	1078	418	.28
Second	1206	1030	159	.13
Third	940	836	78	.08
Fourth	940	845	67	.07
Fifth	852	768	61	.07
Sixth	791	692	45	.06
Seventh	615	543	53	.09
Eighth	492	471	21	.04
Totals	7352	6263	902	.12

Grade	June List.	Promoted.	Left Behind.	Percent.
First .....	1568	1103	428	.27
Second .....	1177	1004	150	.12
Third .....	1028	896	96	.09
Fourth .....	952	834	82	.08
Fifth .....	837	713	73	.08
Sixth .....	843	643	58	.07
Seventh .....	623	533	46	.07
Eighth .....	505	480	22	.04
Totals .....	7433	6206	955	.13

Grade.	June List.	Regularly Promoted.	Promoted On Trial.	Left Behind.	Percent
First .....	1411	1045	28	338	.24
Second .....	1157	1036	19	102	.09
Third .....	1067	979	23	65	.06
Fourth .....	968	870	34	64	.07
Fifth .....	892	806	35	51	.06
Sixth .....	731	641	45	45	.06
Seventh .....	573	509	27	37	.06
Eighth .....	504	487	0	17	.03
Totals .....	7303	6373	211	719	.10

## HIGH SCHOOL.

	June List.	Regularly Promoted.	Left Behind.	Percent.
First Year .....	270	240	30	.11
Second Year .....	190	180	10	.05
Third Year .....	138	137	1	.007
Fourth Year .....	134	134	0	.0

Table II.  
REPEATERS IN THE GRADES.  
(December, 1912.)

Grade.	Number Belonging.	Number Repeating.	Percent Repeating.
I .....	1617	322	.20
II .....	1139	105	.09
III .....	1161	64	.06
IV .....	935	61	.07
V .....	898	34	.04
VI .....	826	42	.05
VII .....	661	28	.04
VIII .....	486	12	.02
Totals .....	7723	668	.09

Table 12.  
EVENING SCHOOL ENROLLMENT AND  
ATTENDANCE—SEASON OF 1911-12.

	Av. No. Belonging.	Av. Attendance.	Percentage Attend.
High .....	535	447	83
Drawing .....	52	40	77
 Preparatory:			
High .....	244	207	85
Packard .....	45	35	73
Essex .....	22	17	77
	—	—	—
	311	259	83
 Elementary:			
Oliver .....	1017	699	69
Packard .....	54	40	74
Essex .....	55	40	73
	—	—	—
	1126	779	69
Totals .....	2024	1525	75

Table 13.

GROWTH OF THE EVENING HIGH SCHOOL AND  
THE PREPARATORY DEPARTMENT  
FOR SEVEN YEARS.

1906		1907		1908		1909	
High School	Prep. High						
158	128	286	Total	223	168	391	Total
497	281	778		543	265	808	
			High School		Prep. High		High School
1910		1911		1912		Total	
High School	Prep. High						
497	281	778	543	265	808	689	332

Table 14.

NUMBER OF PUPILS PURSUING THE DIFFERENT  
SUBJECTS IN THE EVENING HIGH SCHOOL.

Penmanship I .....	322	Stenography II .....	28
German I .....	24	Stenography III .....	26
Commercial Arithmetic I ..	335	Typewriting I .....	30
Commercial Arithmetic II ..	110	Typewriting II .....	28
Book-keeping I .....	70	French I .....	50
Book-keeping II .....	36	French II .....	15
English I .....	366	Algebra I .....	36
English II .....	197	Algebra II .....	14
English III .....	185	Public Speaking .....	33
General Biology .....	40	Physics I .....	32
Business Methods .....	65	Hygiene, Personal and Public .....	30
Elementary Science .....	25	Civic and Economic Prob- lems .....	28
Chemistry .....	34		
General History .....	36		
Stenography I .....	73		

Table 15.

NATIONALITIES IN THE ELEMENTARY  
EVENING SCHOOLS.

(Figures based on number belonging in December.)  
(Non-English Speaking.)

	Oliver		Packard		Essex		Totals.		
Nationality,	M.	F.	M.	F.	M.	F.	M.	F.	T.
Italian .....	257	165	7	3	—	1	264	169	433
Syrian .....	99	135	—	—	—	—	99	135	234
Polish .....	89	101	1	2	—	—	90	103	193
Lithuanian ...	36	32	—	1	—	—	36	33	69
Armenian ....	86	3	—	—	—	—	86	3	89
French .....	36	28	7	11	18	29	61	68	129
Russian .....	26	12	—	—	—	—	26	12	38
Greek .....	19	10	—	—	—	—	19	10	29
Hebrew .....	9	17	—	—	—	—	9	17	26
Other nationali- ties .....	10	13	9	9	2	—	21	22	43
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	667	516	24	26	20	30	711	572	1283

Table 16.

## SCHOOL BUILDINGS.

NAME.	Description.	Class Room.	Heating System.	Valuation.	Years in Use.	Built.	Enlargements and Alterations.
Amesbury .....	Brick	4	Steam	\$24,174.00	1882	30	—
Arlington .....	"	8	"	25,796.00	1890	22	1896
Breen .....	"	*16 F.	"	134,243.00	1911	1	
Bruce .....	"	*17 F.	"	100,411.00	1902	10	1910
Cross .....	"	4	"	7,000.00	1852	60	1869
Essex .....	"	8	"	26,179.00	1890	22	1896
Franklin .....	Wooden	4	"	13,078.00	1854	58	1875
Hampshire .....	"	4	"	7,797.00	1854	58	1881
Harrington ....	Brick	4	"	12,734.00	1874	38	—
G. E. Hood .....	"	*16 F.	"	148,000.00	1905	7	—
Lowell .....	Wooden	4	"	8,500.00	1861	51	1878
Newbury .....	Brick	4	"	10,400.00	1850	62	1885
Oak St. ....	"	7	"	22,006.00	1871	41	1873
Oak St.	Portables	Wooden	2	"	3,650.00	1912	—
Oliver .....	"	16	"	53,405.00	1848	64	1853-1867
Old High Annex. ....	"	3	"	6,490.00	1868	44	—
Packard .....	"	11	"	25,700.00	1896	16	—
Park .....	"	8	"	13,300.00	1880	32	—
Prospect .....	"	4	"	6,911.00	1856	56	1878
Riverside .....	"	4	"	7,000.00	1875	37	—
Rollins .....	Brick	*10 F.	"	65,170.00	1893	19	—
Saunders .....	Wooden	8	"	13,981.00	1860	52	1873
Saunders Annex .....	"	4	"	6,519.00	1896	16	
Storrow .....	"	6	"	18,000.00	1884	28	1903
Tarbox .....	Brick	*12 F.	"	57,307.00	1895	17	—
Union .....	Wooden	6	Furnace	11,336.00	1876	36	1882
Walton .....	Brick	4	Steam	12,268.00	1880	32	
Warren .....	Wooden	4	"	8,200.00	1869	43	1904
Washington ....	Brick	6	"	18,300.00	1876	36	—
Wetherbee .....	"	*10 F.	"	95,067.00	1897	15	—
High .....	"	*35 F.	"	244,357.00	1901	11	—
Spe'l Portables	Wooden	2	"	4,290.00	1911	1	—

\* Assembly Hall, Teachers' Rooms, Library, etc.  
F Fan System.

Table 17.

## SCHOOL SITTINGS.

	Whole Number of Seats.	No. Belonging. Dec. 1912.	Seats Unoccupied.
Amesbury Street.....	252	240	12
Arlington .....	342	284	58
Breen .....	489	453	36
Bruce .....	771	622	149
Cross Street.....	183	163	20
Essex .....	387	332	55
Franklin .....	206	198	8
Hampshire Street.....	180	172	8
Harrington .....	224	229	0
Hood .....	754	587	167
Lowell Street .....	186	107	79
Newbury Street .....	180	175	5
Oak Street .....	460	464	0
Oliver .....	685	622	63
Packard .....	480	358	122
Park Street .....	363	294	69
Prospect Street .....	218	193	25
Riverside .....	167	123	44
Rollins .....	498	404	94
Saunders .....	363	239	124
Storrow .....	328	285	43
Tarbox .....	521	430	91
Union Street .....	250	194	56
Walton .....	204	200	4
Washington .....	254	235	19
Wetherbee .....	384	295	89
High .....	948	851	97
Special .....	180	199	0
<hr/>		<hr/>	<hr/>
	10,457	8,948	1,509

Table 18. TEACHERS' SALARY SCHEDULE, IN EFFECT SEPTEMBER 1, 1907.

(Amended October 1, 1910.)

Grade,	YEARS OF SERVICE.						
	1	2	3	4	5	6	7
<b>High School.</b>							
Head-Master .....	\$3,000						
Sub-Master .....	1,400	1,500	1,600	1,700	1,800	1,900	2,000
Masters .....	700	800	900	1,000	1,100	1,200	1,300
Assistants (women) .....	600	650	700	750	800	900	1,000
<b>Grammar and Primary Schools.</b>							
Master .....	1,400	1,500	1,600	1,700	1,800	1,900	2,000
Master's Assistant .....	800						
Teachers of all Grades .....	450	500	500	550	600	650	700
Principals, 4 and 5 rooms, \$800; 6 and 7 rooms, \$825; 8 and 9 rooms, \$850; 10 and 11 rooms, \$875; 12 and over, \$900.							
<b>Directors of Music.</b>							
Man .....	1,200	1,300	1,400	1,500	1,600	1,700	
Woman .....	600	650	700	750	800	850	900
<b>Directors of Drawing.</b>							
Man .....	1,200	1,300	1,400	1,500	1,600	1,700	
Woman .....	600	650	700	750	800	850	900
Teachers of Sewing: Same as regular teachers.							



## APPENDIX IV

---

Graduates of 1912.

High and Grammar Schools, Evening High School,  
with program of exercises.

Award of Prizes.

Elections and Transfers of Teachers.

Resignation of Teachers.

Leaves of Absence of Teachers.

School Census.

Truancy.

Labor Certificates.

Contagious Diseases.

Teachers' Directory.

Janitors' Directory.

School Calendar.

School Committee for 1913.

## GRADUATIONS, 1912.

The graduation exercises of the class of 1912 of the High School were held in City Hall, Wednesday afternoon, June 26th. The address was delivered by Dr. Robert J. Aley, President of the University of Maine, and diplomas were presented by Hon. Michael A. Scanlon, Mayor, and Chairman of the School Committee.

The eight Grammar schools held their usual graduation exercises at City Hall, on Thursday afternoon, June 27th. The address was delivered by Miss Sarah Louise Arnold, Dean of Simmons College, Boston, Massachusetts, and diplomas were presented to four hundred eighty-seven graduates by Mr. Clinton O. Andrews of the School Committee.

The Evening High School held their graduation exercises in City Hall, on Thursday evening, March 21st. The address was delivered by Professor Charles H. Forbes of Phillips Academy, Andover, Massachusetts, and diplomas were presented one hundred nineteen graduates by Mr. Daniel A. Arundel, Vice-Chairman of the School Committee.

## ORDER OF EXERCISES.

*Of the Sixty-first Anniversary of the Lawrence High School.*

*Wednesday, June 26, 1912.*

## PROGRAM.

ELISABETH HAMER, ACCOMPANIST.

MARCH—Entrance of the Classes.

CHORUS—"Heav'n and the Earth Display," . . . From Mendelssohn's "Athalie".

ADDRESS OF WELCOME,

CHESTER REED EARLE.

GERMAN FOLK SONG—"From a By-Gone Day,"

From the German of Friedrich Ruckert

SPECIAL CHORUS OF MALE VOICES.

FAREWELL ADDRESS,

ESTHER ELIZABETH PICKELS.

BARCAROLLE—"Lovely Night, O Tender Night."

From "The Tales of Hoffman," Offerbach

## ADDRESS TO GRADUATES.

DR. ROBERT J. ALEY,  
President of the University of Maine.

CHORUS—"Away to the Fields," ..... G. F. Wilson  
SCHOOL CHORUS.

Awarding of Diplomas and Hood and Perkins Prizes by Hon.  
Michael A. Scanlon, Mayor, and Chairman of the School Com-  
mittee.

## CLASS ODE,

Words and Music by ELISABETH HAMER.

*High School Graduates.*

George Ernest Abbott	Herbert Lord
John Edgar Abercrombie	Cornelius Arthur Lynch
Clarence Ashton	John Marlan MacCreadie
Horace Frederick Banan	Francis Joseph Maguire
Joseph Augustine Barrett	Gertrude Bazil Maguire
Mary Winifred Barrett	Isabel Frances Markey
Abraham Joseph Batal	Arthur Gordon Marsden
Bernice May Beals	Laura May Marshall
Samuel S. Berger	John J. McAuliffe
Helen Marguerite Biery	Bridget Gertrude McCarthy
Ruth Frances Brackett	Charles Joseph McCarthy
Gladys Brainerd	Esther Teresa P. McGill
David M. Brown	Mary Margaret McGrath
Daniel Francis Buckley	Mark Augustine McManus
Florence Gertrude Burnham	James R. McNally
Paul Lewis Burnham	John Augustine McNulty
Philip Amory Carr	Anna Elizabeth McParland
Ruth M. Coombs	Erwin L. Meister
Mary Louise Cotter	Beatrice Knight Melven
John Joseph Cummings, Jr.	Marion Ethel Mitchell
Helen J. Curtin	Elizabeth Alvina Moeser
Margaret Irene Daly	Philip Irving Morehouse
Philip Edward Darcy	Maude Morrell
Marie Lucile DeCourcy	Joseph A. Mulvey
Paul A. de Mars	Grace Anna Murphy
Elsie Dick	William J. Murphy
D. Jerome Donovan	Anne Gertrude Murray
Mary A. J. Donovan	Charles Thomas Murray
William A. Donovan	George Bradshaw Murray
Arthur O. Duhamel, Jr.	Katharine Syrena Nichols
Stephen Webster Dyer	Bessie Anna O'Brien
Chester Reed Earle	Francis Joseph O'Brien
William Erbe	Walter Francis O'Brien
Grace Everett	Helen Cecilia O'Hearn
Mary Theresa Finn	Clarence C. Osgood
Arthur Raymond Fitzgerald	Joseph Keighley Pearson
Mary Patricia Fitzgerald	Esther Elizabeth Pickels
Gladys Lillian Forbes	Alice Poore
Ronald B. Ford	Theresa Mary Reardon
Pearl Franks	Edith Francis Reed
Arlene E. Freeman	Anna Barbara Reusch

Helen Mildred Gillis  
 Benjamin Ginsburg  
 Grace Alouise Gleason  
 William Osmar Gordon  
 Leon Sheridan Grant  
 Byron Dewey Hagar  
 Horton Warner Hall  
 Elizabeth Hamer  
 John Reiley Haverty  
 Madeline Elizabeth Hewett  
 Margaret Agnes Higgins  
 Mary Patricia Hogan  
 Marion Place Holgate  
 Josephine Loyola Holmes  
 William Augustine Hopkins  
 Helen Mae Jackson  
 Louis James Joyce  
 Margaretta Genevieve Keefe  
 Mary Theresa Keefe  
 Eleanor Ann Killen  
 William H. Klaes, Jr.  
 Richard Guy Lafontaine  
 J. Marshall Lawrence  
 Harry Lovell Lesure  
 Harold E. Lewis  
 Clara Louise Locke

Edward Creaser Riley  
 Caroline Ida Roesner  
 Walter Frederick Rutter  
 Julius William Schaake  
 George H. Seavers, Jr.  
 Irene Mary Seed  
 Margaret Genevieve Sharkey  
 Francis Daniel Sheehan  
 Lillian Gertrude Silverman  
 Sarah Silverman  
 Harold M. Siskind  
 Ruth Slingsby  
 Alfred H. Smith  
 Charles H. Smith  
 Flora May Spranger  
 William Sullivan  
 Leona Swan  
 Arvilla Day Todd  
 Alfred Topham  
 Katherine Augusta Toye  
 Francis Sebastian Twomey  
 John Andrew Whelan  
 Clara Margaret Wilde  
 Alice Dorothy Wilkinson  
 Waldo Chase Willis  
 Joseph F. Zebrowski

### *HONOR LIST.*

WITH DISTINCTION  
 GLADYS BRAINERD  
 FRANCIS JOSEPH O'BRIEN.

### *GRADUATION EXERCISES.*

*Lawrence Evening High School, Class of 1912, Thursday  
 Evening, March 21, 1912.*

### *PROGRAM.*

SELECTION: INTERMEZZO—"In the Shadows," . . . . . *Blow*  
 ORCHESTRA.  
 ESSAY—"Two Needles,"  
 GRACE ISABEL MUNROE.  
 SELECTION—"The Red Rose," . . . . . *Bower*  
 ORCHESTRA.  
 ORIGINAL DECLAMATION—"Is Success to be Ascribed to  
 Ability or Opportunity,"  
 PERCY A. WILSON.

ESSAY—"Centennial Thoughts,"

ZELMA R. JORDAN.

SELECTION—From "The Wall Street Girl," ..... *Hoschna Orchestra.*

ADDRESS,

PROFESSOR CHARLES H. FORBES,  
Phillips Academy, Andover.

Awarding of Diplomas and Fleming Prizes by Mr. Daniel A. Arundel, Vice-Chairman of the School Committee.

MARCH—"Berlin Echoes," ..... *Tincke Orchestra.*

*Class of 1912.*

Louis M. Albers	William F. Klier
Lillian Aspinall	Sadie Koffman
Theresa Beatrice Bachand	Arthur R. Little
Catharine Cecilia Barrett	Herbert Lorenz
Jennie Elizabeth Barrett	Nina B. MacCartney
Kathryn Agnes Barrett	Mary Agnes Martin
Lillian Harriet Barrett	Frederick W. McCraw
Eva Helen Bedard	Annie E. McGibbon
Sarah Bernhardt	Mildred Marie Meyer
Etta May Berry	Philip F. Moan
Lillian Bevin	Kathryn J. Moloney
Mary Teresa Black	Mesrop Nicholas Mooradkanian
Nathaniel Hale Bonney	James H. Moran
James Arthur Brandy	Beatrice Elizabeth Munroe
Bernard J. Bresnahan	Grace Isabel Munroe
Marion Elizabeth Brown	Catherine T. Murphy
Harry J. Bunting	Parker Joseph Nevins
Matthew D. Burns	John Jacob Nicholson
Mary C. Carpenter	Halcyon Ina Norris
William F. Carpilio	Katharine Agnes O'Brien
Jacob Cohan	Raymond L. O'Brien
William Seamore Conway	Jennie Orenstein
Arthur H. Crompton	Mortimer Ambrose O'Sullivan
Genevieve Theresa Cross	Walter Pollano
Catherine Freasa Currier	Monica A. Rau
Ervin Davis	Francis Joseph Regan
Thomas Leo Delaney	Mary Elizabeth Regan
Annie Grace Dereshinsky	Genevieve Beatrice Reynolds
Evelyn T. Dewhurst	Katherine Agatha Reynolds
Georgietta M. Dolan	Rose Alwina Riedel
Sadie Isabel Donovan	Mary R. Ritter
Mary Elizabeth Duffin	Emma Jane Rivers
Donald Ellershaw	Helena Rostron
C. Albenia Elward	Laura W. Russell
Veronica Marie Farley	Margaret Veronica Ryan
Margaret B. Finnigan	Charles P. Robinson
Bessie K. Flanagan	Gertrude Marion Rourke
Francis J. Flynn	Genevieve B. Scanlon
Lillie Foster	Margaret Monica Scanlon
Ella L. Gavin	George A. Schenk

Byron Marshall Goodrich	William Francis Schenk
William Thomas Haigh	Hattie Schiebel
Margaret Lidwin Halloran	Anna Veronica Shine
Mary Frances Halloran	Alice A. Shuttleworth
Franklin Harrison	Mary Agnes Sipsey
John Joseph Hart	Annie Elizabeth Stevenson
Albert E. Hartwig	Annie G. Sullivan
Beatrice Hill	Benedict A. Sullivan
Walter Hoffman	Lucy Charlotte Taylor
William E. Hollows	Paul E. Todd
Helen Agnes Horrocks	Gertrude V. Traynor
Elizabeth Howard	Francis Augustine Welch
Jennie F. Jackson	Harry Moreland West
Mary Louise Jordan	Percy A. Wilson
Zelma R. Jordan	Irene Stanton Worthing
Margaret Claudia Keegan	Helen L. Younggebauer
Frank John Kefferstein	Fred Zaumseil
Cora I. Kent	Elizabeth Zelinsky
Mildred V. Kent	E. Rose Zelinsky
Franklin Joseph Killilea	

### GRADUATION EXERCISES.

*Of the Lawrence Grammar Schools at City Hall,  
Thursday, June 27, 1912.*

### ORDER OF EXERCISES.

MARCH—Entrance of Classes.

HYMN—"God is My Strong Salvation,".....Beethoven

CHORUS—"To Thee, O Country,".....Julius Eichberg

PART SONG—"Voices of June Time,".....G. F. Wilson

Presentation of Diplomas by Mr. Clinton O. Andrews of the School Committee.

VOCAL MARCH—"Now is the Happy Time," ..E. S. Hosmer

MARCH—(Passing of the Graduates.)

### NAMES OF GRADUATES.

#### *Oliver School Graduates*

James A. Hamilton
Simeon E. Barbin
Edward E. Bassford
Max Bloom
Bessie G. Bowman
Marion Brooks
Henry Bazigian

Frank McCarthy
Anna McCarthy
Harold E. McClure
James F. McCusker
Albert W. McKenna
Joseph A. Moynihan
John J. Muldoon

Joseph Brousseau  
 William Campopiano  
 Benjamin Chortkoff  
 Elizabeth E. Cooperstein  
 John F. Curtin  
 John J. Cronin  
 Florine M. Dhondt  
 Chickory N. Erban  
 Mary E. Farragher  
 Ruth J. Forster  
 Raymond A. Fitzsimmons  
 Harold F. Ford  
 Louis Golubtzik  
 Carrie S. Holgate  
 Abbie L. Killilea  
 Harry E. Loftus  
 Alma C. Lundgren  
 James H. Madden  
 George Matthews  
 Omedeo A. Manganaro  
 Eva E. Marcus  
 Eugene McCarthy

Mabel G. Nickerson  
 Margaret O'Callaghan  
 Agnes G. Owens  
 M. Theresa O'Callaghan  
 Evangeline O'Connor  
 Walter I. Palmer  
 Ethel M. Penney  
 Morris Rosenberg  
 Samson Rivkin  
 William B. Russell  
 Julia H. Sholik  
 Bessie Sandler  
 Annie M. Shay  
 Sarah A. Scanlon  
 Joseph Silverman  
 Louis Silverman  
 Louis M. Silverman  
 Max Silverman  
 Dorothy Spence  
 Sadie Traub  
 Jennie Wolk  
 Margaret A. Wormwood

*Alexander B. Bruce School Graduates*

Florence M. Allen  
 Julia A. Archibald  
 Andrew M. J. Bacigalupo  
 Thomas B. Barraclough  
 Wilfred H. Barton  
 Clovis A. Bedard  
 Louis M. Beffito  
 Edna Bowes  
 Hugh G. Bradbury  
 Louise Breen  
 Mary K. Brown  
 Frances H. Chase  
 Hymen Cohen  
 Lillian M. Coltar  
 Florence E. Crompton  
 Raymond J. Cushing  
 Myrtle V. Day  
 Laura L. Demers  
 Genevieve M. Drouin  
 Wilfred J. Duffy  
 William A. Dyer  
 Grace H. Dyson  
 Florence A. Ellis  
 Emma Fein  
 Beatrice A. Fox  
 Joseph Franks  
 Ellsworth A. Gage  
 Leroy A. Gaskill  
 Ethel M. Grady  
 Eleanor V. Guerin  
 Katherine B. Guerin  
 Donald E. Hackett  
 Mary G. Hadden  
 Dorothy F. Hadley

Eli C. Hughes  
 Elsie E. Hutchings  
 Jessie R. Hyde  
 Catherine L. Jobe  
 Solomon M. Kaplan  
 Elizabeth K. Lane  
 Aime La Tulippe  
 Catherine M. Lawless  
 Erskine D. Lord  
 William Mahoney  
 Stanley R. Marsh  
 Eliza V. Marshall  
 Grace McCraw  
 Christopher L. McKernan  
 James R. Menzie  
 Herbert L. Morris  
 Blanche Y. Nolet  
 Marion D. 'Ostropolsky  
 Israel Ostropolsky  
 Ruth L. Painter  
 Esserine L. Placido  
 Austin M. Reed  
 Augustine A. Regan  
 Marion E. Riley  
 Helen R. Ritchie  
 Pauline F. Rivers  
 Alice Robinson  
 Louise M. A. Robinson  
 Jennie G. Silverman  
 Everett R. Smerdon  
 Bertha C. Smith  
 Roy L. Smith  
 Lillian F. Stanley  
 Eleanor W. Sudall

Theodore C. Hamblet  
 Dorothy M. Hannon  
 Marion A. Harkins  
 James H. Hazelhurst  
 Louise Hazelhurst  
 Olive M. Healy  
 Olive G. Heginbotham  
 Arthur Hembrough  
 Helen B. Hendry  
 Hanford Roy Hersey  
 Clara Hinchcliffe

Walter M. Sullivan  
 Vivian Sutherland  
 Arthur R. Sykes  
 Clara P. Tolman  
 Clinton P. Vose  
 Isabel H. Vose  
 Everett E. Wagner  
 Margaret E. Walsh  
 Hymen A. Waxler  
 Cecelia E. Weirnicke

*Packard School Graduates*

Philip W. Abbott  
 Hazel E. Bedell  
 Sarah H. Bolton  
 George A. Bricault  
 Edward C. Byrne  
 John Carden  
 Ormond W. Clark  
 Dorothy M. Curtis  
 Joseph F. Darcy  
 Eric M. DeRoehn  
 Frank L. Downing  
 Ida K. Farrell  
 Teresa V. Garvey  
 Mary A. Gillen  
 Esther A. Green  
 Charles D. Hackett  
 John J. Hart  
 Marguerite E. Herward  
 Helen A. Horskin  
 Louisa A. Lamprey  
 Caroline G. Larkin  
 Fitzhugh Lee

Margaret E. Loftus  
 Frank E. Lynch  
 Henry M. D. Mann  
 Robert F. Mason  
 Charles M. McAuley  
 Mary C. McCaffrey  
 John F. McGowan  
 Catherine L. McParland  
 Ruth J. Olds  
 Leon R. Parsons  
 Martha C. Paselt  
 Dorothy I. Potter  
 Ruth M. Reeves  
 Harriet M. Spear  
 William M. Stevenson  
 Oscar C. Taylor  
 John D. Thomson  
 Albert G. Vincent  
 James T. Walsh  
 Thomas J. Waters  
 Gladys M. Wrigley  
 Mark W. Wyman

*John Breen School Graduates*

Fred Atkinson  
 Warren Auty  
 Ida B. Baskevill  
 Elizabeth M. Bishop  
 Edward Blaney  
 Edmund Burke  
 Mary G. Cahill  
 Albert F. Campbell  
 John W. Connors  
 William Collins  
 Helen E. Davidson  
 Harold T. Dillon  
 Clinton W. Dushame  
 Edgar J. Eastwood  
 Walter A. Eastwood  
 Celia Fenton  
 Catherine Ferris  
 Gladys I. Hill  
 George H. Lord  
 Ruth E. Lund

Fred J. McKay  
 Esther Moore  
 Margaret V. Mulvehill  
 Daniel A. Murray  
 Robert H. Nelb  
 Robert B. Noble  
 Mary L. Parker  
 Catherine Ryan  
 O. Lesley Sewell  
 Katrine D. Smart  
 Ruth Smith  
 William A. Strickland  
 John J. Sweeney  
 Harold A. Tomlinson  
 Elsie G. Tucker  
 Marion O. G. Traynor  
 Donald A. Whitefield  
 Almeda W. Whitney  
 Garnet A. Wilson

*John R. Rollins School Graduates.*

C. Louise Allen	M. Helen McMahon
Avis E. Barlow	William H. McNulty
Annie L. Bayreuther	Theodore E. Meinelt
James A. Beirne	Ruth M. Meister
William T. Bride	Agnes L. A. Miller
Clarice Bottomley	Ralph E. Muehlig
Annie M. M. Cotter	J. Arthur Norris
Charles W. Cowx	Charlotte G. Porst
Barbara P. Davis	Genevieve P. Rae
Fred Ebersbach	Henry J. Reinhold
Irma O. Ebersbach	Wallace F. Russell
Howard W. Ferrin	Margaret V. Scanlon
Herman C. Fischer	Bertha Schatz
Rosa E. Franz	Esther H. Schlegel
Joseph E. Ganley	Mildred G. Schwarzenberg
Amy M. Gilliard	Alphonsus Shea
Albert C. Graupner	Marguerite Sheridan
Russell A. Greenhalgh	Margaret E. Shirley
Frederick Heinrich	Gertrude A. Siegel
Elizabeth M. Heinz	Ada Smith
Gertrude E. Hoffarth	Marion W. Smith
Helen L. Hofmann	Ella M. Steinert
Helen N. Johnson	Fred W. Stone
Joseph C. Keaney	Elsie F. Theiling
Elsie E. Kiessling	Walter M. Theiling
Herman C. Kiessling	Walter A. Thomas
William H. King	Frances L. Trafton
F. Warren G. Knight	Harriet M. Unger
Frieda A. Kruegel	Gladys Wainwright
Helen O. Lathrop	Evelyn F. Waters
Alice I. Leuchtmann	Jordan W. Wenberg
Alma Lorenz	Eunice L. Wheeler
Frieda E. Lorenz	John P. Wilson
John Lucas	Edmund H. Zacharias
Gertrude C. Mann	Vahan Zarifian
Elizabeth C. Manning	Frieda Zaumseil
John A. McCarthy	Ella A. Zink
Catherine McGrath	

*Emily G. Wetherbee School Graduates*

Teresa C. Bacigalupo	James F. Hennessey
Marion G. Bailey	Viola A. Holman
Earl S. Bartlett	Zelda A. Johnstone
Edgar G. Blanchette	Theresa Kiernan
Romaine E. Boody	Harold R. Labonte
Warren D. Bradish	Oscar J. Laramie
Emily Brendlen	Margaret E. McGrath
Ella B. Callahan	Frederick B. McMahon
Mary C. Conlin	Josephine M. Meyer
Irene V. Cotter	Miles A. Moriarty
Margaret M. Crowley	Herbert Nugent
Jennie H. Davis	Henry A. Patnaude
Evelyn C. Dempsey	Frank F. Patterson
Mary E. Donovan	William Praetz
Albert E. Fischer	Helen Poore
John J. Flynn	A. Roderique Raineville

Henry F. Fortin  
 Mary T. Green  
 John Hagan  
 Irving R. Henderson

Willimina M. Rayne  
 Agnes C. Ryan  
 Francis T. Walsh

*John K. Tarbox School Graduates.*

Joseph Addison Aldred  
 Gertrude O. Atkinson  
 Elizabeth V. Barrett  
 Oliver M. Black  
 Fred A. Butterworth  
 John Joseph Collins  
 Mabel E. Coleman  
 Marion Chantry  
 George R. Coxhead  
 Esther M. Cunningham  
 Emily A. Claus  
 Robert L. Devaney  
 Mary F. Danahey  
 William J. Devaney  
 Herbert Dixon  
 Arthur A. DeGagne  
 Catherine M. Donahue  
 Julia Dublin  
 John E. Fenton  
 Edwin A. French  
 George E. Fraser  
 Albert B. Farley  
 Sadie Fox  
 Gertrude H. Farley  
 Mary E. Flynn  
 Carle W. Galle  
 Anna L. Gillen  
 Harold Gleason  
 Rebecca Goldstein  
 Estelle M. Green  
 Esther Glick  
 Walter Glick  
 Sarah I. Green  
 Isabel G. Griffin  
 Gertrude A. Harrison  
 Bertha M. Halloran  
 Helen M. Hamilton  
 David A. Hancock

Ethel M. Hazelhurst  
 Joseph F. Hennessey  
 Marion F. Huse  
 Russell W. Ingham  
 Marion G. Kennedy  
 Irene F. Kelley  
 John Kennedy  
 William J. Masawitz  
 Charles McCarthy  
 Irene G. McMahon  
 Herbert E. Melhorn  
 Joseph P. Mahoney  
 Robert F. Mather  
 Harry Michalovich  
 Helen M. Moher  
 Anna Moriarty  
 Elizabeth A. Murphy  
 Mabel E. Northam  
 George W. O'Connor  
 John Prior  
 Alice Pasquill  
 Jennie Queen  
 Christopher Rau  
 Edna G. Raymond  
 Herman J. Rippe  
 Sadie Ravich  
 Loyola H. Regan  
 Henry V. Shepherd  
 Samuel Seefer  
 Harry Shereshevsky  
 Ella Sundell  
 Winifred M. Scott  
 Florence L. Thornton  
 Edith A. Thompson  
 Gertrude A. Wolfe  
 Rebecca Weisman  
 Lillian Walker

*Gilbert E. Hood School Graduates*

Clinton R. Andrews  
 Annie A. Axtin  
 Ralph H. Bake  
 Edith M. Barker  
 Margarethe M. Beilig  
 Edith A. Bossler  
 Beatrice M. Bossler  
 George L. Bradshaw  
 Joseph M. Carney  
 Frances N. Comstock

Bessie Knapp  
 Genevieve V. Lanigan  
 Clarence R. Lindner  
 John H. Lynch  
 Edna P. Matthes  
 Mary R. Marley  
 Edith A. Marsden  
 Helen J. McCarthy  
 Kathryn G. McGown  
 Clifford D. Mellor

Raymond A. Connor	Ella A. Miller
Augustine J. Daly	Bertha P. Naegele
Carleton F. Daly	Frank M. O'Brien
James H. Eaton	Bertha E. Redehose
Clara L. Ehrlich	Dorothy M. Reed
Earle R. Gabeler	Mabel C. Regan
George E. Gebelein	Douglas Robinson
George J. Geisser	Fred H. Robinson
Edith C. Glenzel	Hazel S. Rollins
Benjamin Glubock	Alma C. Ruf
Walter G. Graichen	Viola M. Scanlon
Mildred L. Gunn	Malcolm B. Severance
Warren D. Hall	Maurice Shapiro
Leon B. Hamilton	Jessie Silva
Maurice Harris	Gertrude Silverman
Meta G. Hartig	Lillian Silverman
Jessie L. Hendry	William C. Smith
Lottie B. Jackson	Arthur C. Stansfield
Frances Katz	Emma M. Stielher
Helen M. Keilhau	Jeanie W. Twiggins
Minnie M. Keilhau	Joseph R. Walsh
James H. Kennedy	Ella Wessel
Robert Kennedy	Elsie R. Wilkinson
Florence R. Kenney	Bertram R. J. Wills

#### AWARD OF PRIZES.

---

The Hood prizes for general excellence in scholarship and deportment during the four years' course in the High School were awarded to Gladys Brainerd and Francis Joseph O'Brien.

The Willard B. Perkins' prizes for the encouragement of English composition in the High School were awarded to the following competitors:

Class of 1912—Ruth F. Brackett, Francis J. O'Brien.

Class of 1913—Antonia Godbout, John Moriarty.

Class of 1914—Winifred Barry, Jacob Tepper.

Class of 1915—Hazel B. Eastman, Barney Rivkin.

## CHANGES IN TEACHING CORPS, 1912.

## Teachers Elected in 1912.

School.	Teacher.	Began Service.	Salary.
High	John J. Regan	Jan. 2	\$700
High	Robert E. Sault	Sept. 9	800
High	John I. Donovan	June 3	700
High	Anna M. Murphy	April 14	600
Amesbury St.	Sabina P. Collins	Jan. 2	450
Prospect	Margaret L. Finegan	Jan. 2	450
Franklin	Helen M. Jeffrey	Jan. 2	450
Special	Helen M. Reed,	Oct. 7	450
Special	Annie M. Waters	Oct. 7	450
Oak	Alice G. Weiss	Oct. 28	450
Oak	Abbie G. Bateman	Dec. 4	450
Oak	M. Isabel Weldon	Dec. 4	450
Amesbury St.	Annie C. Dugan	Oct. 7	450
Director of Music	Margaret M. Morrissey,	Sept. 16	600

## Transfer of Teachers—1912.

TEACHER.	FROM	TO
Mary F. Collins	Wetherbee	High
Mary Quealy	Washington	Breen
Edward F. Clegg	High	Bruce (Master)
Maude Gorman	Warren St.	Essex
I. Mae Magoon	Warren St.	Essex
Elizabeth Moss	Arlington	Franklin
Mary L. Singleton	Hampshire St.	Lowell St.
Helen Murphy	Cross St.	Oak St.
Susan B. Frost	Rollins	Oliver
Margaret L. Shanahan	Franklin	Park St.
Helen G. Hyland	Amesbury St.	Rollins
Cora A. Miles	Lowell St.	Warren St.
Elizabeth R. Sweeney	Oliver	Wetherbee
Mary E. Harrington	Packard	Wetherbee
John A. MacGillivray	High	Wetherbee (Master)
Cornelius F. Sullivan	Wetherbee	Oliver

## RESIGNATION OF TEACHERS, 1912.

School	Teacher	Resignation Took Effect	In Service
High	Katherine R. Regan	May 29	11 years
High	Helen C. Owens	Sept. 15	2 years
'Oliver	John J. Mahoney	June 28	9 years
Bruce	Elizabeth Hendry	June 28	3 years
Rollins	Lena A. Nolan	June 28	14 years
Wetherbee	Gertrude F. Curtis	June 28	5 years
Park St.	Georgia Patterson	June 28	35 years
Essex	Eleanor F. Sullivan	Oct. 18	12 years
Special	Gertrude L. O'Connell	Sept. 20	9 years
Special	Anna A. Gens	May 31	4 years
Director of Music	Mary E. Mahoney	June 28	13 years

## LEAVE OF ABSENCE OF TEACHERS, 1912.

School	Teacher	From	To
High	Alice B. Macdonald	Sept. 1912	Feb. 1913
High	Martha D. Tracy	Sept. 1912	June 1913
Breen	Julia T. Lenane	Sept. 1912	June 1913
Prospect	Elizabeth H. Stannard	Sept. 1912	June 1913

## SCHOOL CENSUS—SEPTEMBER, 1912.

Term of Six Years.

	1912	1911	1910	1909	1908	1907
Ward 1.....	1966	2414	2469	2318	2023	2392
Ward 2.....	1844	1716	1591	1607	1573	1606
Ward 3.....	2403	1943	2073	1992	1940	2197
Ward 4.....	1758	1757	1526	1744	2090	2038
Ward 5.....	3000	2932	3136	2967	2864	2573
Ward 6.....	2869	2689	2705	2612	2249	2394
Totals, .....	13,840	13,451	13,500	13,240	12,739	13,200

Increase for 1912 over 1911—389

Increase for 1912 over 1907—640

## WORK OF TRUANT OFFICERS.

1912

	No. of schools visited	No. of absences reported by teachers.	No. of absences without permission of parents.	No. of second offences.	No. of third offences.	No. of parents or guardians notified.	No. returned to school from the street.	No. of arrests.	No. of prosecutions	Instances of tardiness investigated.
January	681	517	11	7	2	517	28	0	0	22
February	570	378	17	0	2	378	14	0	0	12
March	601	499	11	0	1	499	14	0	0	17
April	671	301	9	1	4	303	16	1	1	16
May	629	456	20	5	3	452	28	0	0	18
June	618	324	17	5	10	319	20	3	3	8
September	459	293	15	4	3	267	11	0	0	13
October	733	479	12	14	8	479	31	3	3	13
November	588	380	22	6	4	379	13	3	3	16
December	502	257	14	3	2	263	19	1	1	16
Totals	6052	3884	148	45	39	3856	194	11	11	151

Placed on Probation..... 6

Committed to Training School... 5

## LABOR CERTIFICATES.

In the following tables will be found the number of labor certificates issued:—

Between 14 and 16 years of age.

	January	February	March	April	May	June	July	August	September	October	November	December	Totals
1912.	51	49	120	118	109	197	280	100	100	108	67	53	1352

Showing a decrease for 1912 of 49

Between 16 and 21 years of age.

	January	February	March	April	May	June	July	August	September	October	November	December	Totals
1912	248	136	217	107	170	225	257	187	230	200	136	144	2257
Literates	68	22	100	140	134	97	111	151	181	160	107	150	1421
Totals	316	158	317	247	304	322	368	338	411	360	243	294	3678

Decrease for 1912—747.

CONTAGIOUS DISEASES REPORTED BY BOARD  
OF HEALTH, 1912.

	January	February	March	April	May	June	September	October	November	December	Totals
Diphtheria . . . . .	9	7	5	7	4	3	3	3	4	4	49
Scarlet Fever.. . . .	3	8	3	9	4	1			5	1	42
Measles . . . . .	6	2	3	15	18	26	4	4	4	39	121
Small Pox . . . . .	0	0	0	0	0	0	0	0	0	0	0
Totals . . . . .	18	17	11	31	26	30	7	15	13	44	212

## TEACHERS

*In Service December 20, 1912.*

(The Numerical Letters Designate the Grade.)

## HIGH SCHOOL.

Corner of Lawrence and Haverhill Streets.

Name and Residence.	Salary	Began Service
James D. Horne, Master, 7 Sheridan St.....	\$3,000	1894
Edward S. Riley, Sub-master, 6 Forest St.....	2,200	1892
Ada Lear, 82 Bradford St.....	1,200	1873
A. L. Fulkerson, Methuen.....	1,800	1895
Elizabeth O'Leary, 20 Buswell St.....	1,200	1896
Alice B. Macdonald, 27 Holton St.....	1,200	1896
Ernest C. Jewell, 463 Lowell St.....	2,000	1897
Martha D. Tracy, 5 Oak St.....	1,000	1897
Susana T. O'Connor, 19 Logan St.....	1,000	1899
Bertha A. Merrill, 39 Abbott St.....	1,200	1901
Michael J. Mann, 7 Birch St.....	1,500	1904
Anna T. Mulholland, 393 Hampshire St.....	1,200	1904
Harriet C. Lord, 98 Ames St.....	1,000	1904
Noelia Dubrule, 56 Bradford St.....	1,000	1904
Mary A. Driscoll, 24 Winthrop Ave.....	1,000	1906
Harriet Sleeper, 132 Main St., Haverhill .....	1,000	1906
Bertha E. Abercrombie, 104 Olive Ave. ....	1,000	1906
Francis X. Hogan, 99 Farnham St.....	1,100	1908
Helen G. Mank, 556 Haverhill St.....	800	1909
Kathryn F. Ahern, 40 White St.....	800	1909
Ethel D. Woodcock, 565 Haverhill.....	800	1909
Elizabeth A. Burns, 121 Haverhill St.....	900	1910
Anna G. Stone, North Andover.....	650	1911
Virginia W. Belknap, 523 Andover.....	650	1911
Augustine J. Lawlor, 100 Bennington St.....	800	1911
Katherine Lindsay, 20 Buswell St.....	700	1911
Gertrude Shaughnessy, 203 Haverhill.....	650	1911
Walter A. Sidley, 93 Bodwell St.....	900	1911

## OLIVER SCHOOL.

Haverhill Street, (Opposite Lawrence Common.)

Grade.	Name and Residence.	Salary.	Began Service
VIII.	Cornelius F. Sullivan, Master, 46 Saunders..	\$1,500	1906
VIII.	Katherine M. Kenney, 426 Park St.....	800	1881
VIII.	Margareta T. O'Sullivan, 137 Lawrence St....	750	1881
VII.	Emily V. Brooks, 12 Berkeley St.....	750	1895
VI.	Ella F. Arthur, 305 Lowell St.....	750	1898
VIII.	Maria T. Cogger, 265 Haverhill St.....	750	1899
VI.	May I. Lawlor, 100 Bennington St.....	750	1902
VI.	Mary E. Geraghty, 42 Summer St.....	750	1902

V.	M. Josephine Nichols, 164 Saratoga St.....	750	1904
VI.	Mary A. O'Sullivan, 164 Salem St.....	750	1905
VII.	Mary A. Herlihy, 19 Currier St.....	750	1905
VII.	Helen S. McGregor, 98 Berkeley St.....	700	1906
IV.	Alice W. O'Connor, 19 Logan St.....	700	1906
Asst.	Susan B. Frost, 264 Jackson St.....	750	1906
V.	Margaret L. Sullivan, 155 Saratoga St.....	650	1907
V.	Mary C. McGowan, 14 Berkeley St.....	650	1907
VII-VIII.	Rosa H. Moeckel, 271 Andover St.....	600	1908
IV.	Edna M. McGowan, 14 Berkeley St.....	550	1909
IV.	Elizabeth G. Collins, 7 Jackson Terrace....	550	1909

## ALEXANDER B. BRUCE SCHOOL.

Ames Street (Between Olive and Byron Avenues.)

Grade.	Name and Residence.	Salary.	Began Service
VIII.	Edward F. Cregg, Master, 193 Bailey St....	\$1,600	1902
VIII.	Sarah A. Barlow, 48 Washington St.....	800	1887
VIII.	Mabel F. Noyes, Methuen.....	750	1890
VII.	Ida L. Freeman, 503 Haverhill St.....	750	1893
VII.	Minnie A. Brown, Auburn St.....	750	1895
VII.	Emma Stewart, 586 Haverhill St.....	750	1895
VIII.	Camelia A. Howe, Methuen.....	750	1896
VI.	Manora A. Bradford, 35 Milton St.....	750	1896
VI.	Elizabeth Entwistle, 3 Caulkins Ct.....	750	1897
V.	Bertha L. Morse, 95 Franklin St.....	750	1905
V.	Elizabeth C. Miles, 20 Pearl St.....	700	1906
III.	Alice L. O'Leary, 426 Lowell St.....	700	1906
I.	Edna V. Haigh, 5 Albion St.....	600	1908
II.	Rose McCale, 18 Byron Ave.....	550	1909
IV.	Ethel Neal, 164 West St.....	700	1910
V.	Margaret Logan, 8 Hillside Ave.....	500	1910
VI.	Mary E. Weiss, 304 Lowell St.....	750	1910
VI.	Evelyn P. Hutchings, 44 Butler St.....	500	1910

## PACKARD SCHOOL.

Parker Street (Between Abbott and Bailey Streets.)

Grade.	Name and Residence.	Salary.	Began Service
Asst.	Jennie A. McManus, Master, 291 S. Broad'y	\$1,400	1894
VIII.	Margaret G. Scanlon, 347 Salem St.....	750	1884
VIII.	Jessie E. Simpson, 92 Salem St.....	800	1895
VI.	Catherine G. O'Leary, 242 Salem St.....	750	1895
III.	M. Eva Russell, 29 Dorchester St.....	750	1899
III.	Helen F. Gainey, 1 Kingston St.....	750	1900
VII.	Edith L. Whittemore, 5 Springfield St.....	750	1902
VII.	Julia N. Collins, 263 So. Broadway .....	750	1905
IV.	Louise M. O'Connell, 59 Osgood St.....	750	1905
V.	Ellen M. O'Connell, 166 Bailey St.....	700	1906
V.	Emily G. Burke, 192 Boxford St.....	550	1909
IV.	Florence E. Hall, 394 So. Union St.....	550	1910
Asst.	Emily M. Sawyer, 67 Abbott St.....	500	1911

## JOHN BREEN SCHOOL.

Osgood Street, Corner of Andover Street.

Grade.	Name and Residence.	Salary.	Began Service
VIII.	John J. Higgins, Master, 2 Winthrop Ave....	\$2,200	1901
III.	Anna H. Desmond, 15 Springfield St.....	800	1895
VII.	Mary H. Callahan, 69 Exeter St.....	750	1896
V.-VI.	Katherine M. Nolan, 83 Cambridge St.....	750	1898
I.	Edna L. Stratton, 69 Garfield St.....	750	1902
VI.	Grace V. Desmond, 15 Springfield St.....	750	1902
II.	M. Elizabeth Church, 48 Salem St.....	750	1903
IV.	Margaret E. Tierney, 45 Salem St.....	750	1905
VII.	Julia T. Lenane, 65 Exeter St.....	650	1907
IV.	Alice B. O'Connell, 59 Osgood St.....	550	1909
III.-IV.	Mary Quealy, North Andover.....	650	1910
I.	Katherine F. Callahan, 112 Newton St.....	500	1910
V.	Carolyn G. Donovan, 78 Salem St.....	500	1910
	Annie A. Finley, 42 Cambridge St.....	500	1911

## JOHN R. ROLLINS SCHOOL.

Howard Street (Corner of Platt.)

Grade.	Name and Residence.	Salary.	Began Service
VIII.	Hector L. Belisle, Master, 23 Quincy St....	\$2,200	1896
VII.	Mary Eastham, 33 Woodland St.....	750	1888
VIII.	Emma J. Baker, 56 Sargent St.....	750	1889
VII.	Maria Smith, 62 Belmont St.....	800	1891
VII.	Catherine L. Fitzpatrick, 283 High St.....	750	1894
VII.	Ellen C. Greene, 5 Haverhill St.....	750	1895
VI.	Isabel F. Robbins, 127 East Haverhill St....	750	1896
VI.	Grace Wadsworth, 33 East Haverhill St....	750	1896
VI.	Eleanor C. O'Connor, 19 Logan St.....	750	1903
Ast. V.	Nellie J. Finegan, North Andover.....	600	1908
IV.	A. Gertrude Fox, 5 Woodland St.....	600	1908
Asst.	Mary G. Conway, 126 Garden St.....	500	1910
Asst.	Helen G. Hyland, 155 Prospect St.....	500	1911

## JOHN K. TARBOX SCHOOL.

Grade.	Name and Residence.	Salary.	Began Service
VIII.	Dennis E. Callahan, Master, 21 Lea St....	\$2,000	1902
VIII.	Margaret M. O'Neil, 147 Franklin St.....	800	1895
VIII.	Katherine A. Hynes, Methuen.....	750	1897
V.	Margaret A. Brouder, 139 Arlington St....	750	1898
VII.	Teresa M. Twomey, 180 Park St.....	750	1899
VI.	Nellie M. Reardon, 44 Manchester St.....	750	1899
VIII.	Mary F. Deacy, 51 Fern St.....	750	1900
V.	Laura A. D. Lord, 64 Newbury St.....	750	1903
VI.	Josephine M. McQuade, 150 Saratoga St....	750	1903
VII.-VIII.	Jean U. Jeffrey, 42 Holly St.....	550	1908
V.	Annie Daly, 243 Haverhill St.....	550	1909
VI.	Elizabeth Ollis, 273 Haverhill St.....	500	1910
VII.	Katherine L. Moynihan, Andover.....	550	1910
VII.	Marguerite A. Riley, 31 Spruce St.....	500	1911

## EMILY G. WETHERBEE SCHOOL.

Newton Street.

Grade.	Name and Residence.	Salary.	Began Service
VIII.	John A. MacGilveray, Master, 28 Orchard St. .... \$1,400		1905
VII.	Lauretta M. McCabe, 17 Margin St..... 800		1899
VI.	Nora R. O'Neil, Andover, Mass. .... 750		1897
VII.	Ellen T. Holland, 15 Brookfield St. .... 750		1900
VI.	Mary E. Harrington, 110 Newton St. .... 750		1902
V.	Mary F. Hines, 8 Winthrop Ave. .... 750		1902
V.	Elizabeth F. Donovan, 78 Salem St. .... 750		1903
IV.	Ella M. Hayes, 9 Warren St. .... 750		1905
IV.	Margaret T. Donovan, 94 Bradford St. .... 700		1906
IV.	Elizabeth R. Sweeney,..... 550		1910

## GILBERT E. HOOD SCHOOL.

(Lawrence Practice School.)

Park and Bruce Streets.

Grade.	Name and Residence.	Salary.	Began Service
	Laurence J. O'Leary, Master, 19 Swan St....\$2,200		1901
	Ella F. Eastman, Critic Teacher, 26 Boehm.. 1,100		1880
	Annie L. O'Connor, Critic Teacher, 10 Whitman St. .... 1,100	1,100	1893
	Emma J. Greenwood, Critic Teacher, 184 Jackson St. .... 1,100	1,100	1896
VIII.	Mary A. Mahoney, North Andover..... 900	900	1893
VIII.	Nellie S. Winchester, 31 East Haverhill St... 850	850	1894
V.	E. Mabel Andrews, 5 Kendrick St. .... 850	850	1895
VII.	H. Frances McDonald, North Andover..... 850	850	1896
IV.	Ellen C. Tobin, 24 Swan St. .... 850	850	1898
III.	Ethel C. Ramsey, 293 Jackson St. .... 850	850	1898
VI.	Mabel M. Mullen, 111 East Haverhill St.... 850	850	1900
VII.	Grace L. Conlin, 10 Albion St. .... 850	850	1901
VI.	Laura K. Prescott, 690 Haverhill St. .... 850	850	1901
I.	Ada B. Locke, 177 Ferry St. .... 800	800	1905
VIII.	Agnes M. Finegan, North Andover..... 750	750	1905

## DANIEL SAUNDERS SCHOOL.

South Broadway (Near Andover Street.)

Grade.	Name and Residence.	Salary.	Began Service
III.	Julia P. Tompkins, Principal, 41 South St....\$850	\$850	1866
III.	Carrie J. Pingree, 259 Andover St..... 750	750	1881
I.	Josephine A. Kelley, 6 Winthrop Ave..... 750	750	1893
I.	Nellie S. Stackpole, 66 Abbott St..... 750	750	1893
III.	Molly B. Marsh, 284 Andover St. .... 750	750	1895
II.	Margaret G. O'Brien, 23 Cross St. .... 750	750	1898
II.	Jennie M. Quealy, 379 Haverhill St. .... 750	750	1899
I.	Z. Alice McKenney, 245 Andover St. .... 750	750	1900
II.	Mary A. Wholey, 44 Coolidge St. .... 550	550	1908

## UNION STREET SCHOOL

Andover Street (Corner South Union Street.)

Grade.	Name and Residence.	Salary.	Began Service
II.	Mary A. Kehoe, Principal, 8 Tremont St....	\$825	1882
II.	Sarah E. Webster, 318 Andover St.....	750	1881
II.	Maud Vatter, 22 Albion St.....	750	1891
I.	Ella M. Churchill, 11 Cedar St.....	750	1899
I.	Margharita C. Connor, 68 Salem St.....	750	1899
I.	Lillian B. Haverty, 279 So. Broadway.....	750	1905
Asst.	Julia E. Wholey, 44 Coolidge St.....	500	1911

## ARLINGTON SCHOOL

Tenney Street.

Grade.	Name and Residence.	Salary.	Began Service
IV.	Bridget A. Halley, Principal, 46 Avon St....	\$850	1887
IV.	Letitia Wilcox, North Andover.....	750	1896
III.	Katherine W. Murray, 16 Highland St.....	750	1898
III.	Mary M. Butler, 93 Bradford St.....	750	1899
II.	Jessie R. Brown, Auburn St.....	750	1901
II.	Ellen M. Murphy, 128 Franklin St.....	750	1904
I.	Mary J. Conway, 264 Chestnut St.....	750	1905
I.	Elsie Eastham, 13 Whitman St.....	700	1906
IV.	Katharyn M. Mahoney, 39 Willow St.....	600	1908

## PARK STREET SCHOOL.

Park Street (Between Lexington and Trenton Streets.)

Grade.	Name and Residence.	Salary.	Began Service
IV.	Elizabeth J. Callahan, Principal, 1 Albion St.	\$850	1883
I.	Helen S. Chubb, 149 Berkeley St.....	750	1891
II.	Florence L. Abbott, 50 Thorndike St.....	750	1895
III.	Margaret L. Shanahan, 56 Avon.....	750	1896
Asst.	Margaret G. Kennedy, 49 Willow St.....	750	1897
II.	Agnes A. Ashe, Methuen.....	750	1898
III.	Mary E. Corkill, 244 Park St.....	750	1901
I.	Margaret M. Griffin, 19 Durant S.....	750	1902
III.	Mary L. Scanlon, 10 Lexington St.....	750	1904

## PROSPECT STREET SCHOOL.

East Haverhill Street (Corner of Prospect Street.)

Grade.	Name and Residence.	Salary.	Began Service
III.	Fanny H. Stratton, Prin., 126 E. Haverhill St	\$800	1876
I.	Elizabeth H. Stannard, 118 E. Haverhill St.	750	1885
I.	Martha J. Sargent, 168 E. Haverhill St.....	750	1888
II.	Nora G. Cullinane, 17 Currier St.....	750	1903
Asst.	Anna M. O'Connell, 64 E. Haverhill St.....	650	1907
Asst.	Gertrude F. Hartwell, 261 Andover St.....	500	1910
Asst.	Margaret L. Finegan, Andover, Mass.....	450	1911

## STORROW SCHOOL.

Storow Street (Near Storow Park.)

Grade	Name and Residence.	Salary.	Began Service
V.	Hattie B. Collins, Principal, 112 E. Haverhill.	\$825	1876
III.	Margaret W. Mowat, 76 E. Haverhill St....	750	1897
VI.	Annie M. Fisher, 115 Newbury St.....	750	1903
II.	Elizabeth J. Hartwig, 154 Newbury St.....	750	1905
IV.	Helen Campbell, 19 Howard St.....	750	1906
Asst.	Mary L. Greene, 5 Haverhill St.....	550	1906
Asst.	Katherine A. Regan, 32 Storow St.....	700	1906
Asst.	Rose M. Maguire, 53 Wilmot St.....	700	1909
Asst.	Ruth M. Daniels, 44 Summer St.....	500	1910
Asst.	Maybelle Mowat, 76 East Haverhill St.....	650	1910

## WALTON SCHOOL.

Methuen Street (Corner of Newbury Street.)

Grade.	Name and Residence.	Salary.	Began Service
II.	Mary J. Shinnick, Principal, 44 Osgood St...	\$800	1897
II.	Nellie L. Stoddard, 86 Jackson St.....	750	1877
I.	Bessie G. Gainey, 1 Kingston St.....	750	1901
I.	Hannah T. Curtin, 2 Daisy St.....	700	1903
Asst.	Anastasia G. O'Brien, 53 Bennington St....	700	1903
Asst.	Mabel J. Connor, 52 Montgomery St.....	600	1908
Asst.	Katherine B. Driscoll, 80 Kingston St.....	600	1909

## NEWBURY STREET SCHOOL.

Corner of Newbury Street and Newbury Place.

Grade.	Name and Residence.	Salary.	Began Service
IV.	Ellen L. Toye, Principal, 240 Andover St....	\$800	1882
IV.	Vesta E. Shackford, 61 Newbury St.....	750	1883
III.	Alice E. Gill, Andover, Mass.....	750	1897
III.	Enah I. Orff, 190 Bailey St .....	750	1903
IV.	Grace Sampson, 73 Myrtle St.....	550	1908

## HARRINGTON SCHOOL.

Newbury Street (Corner Elm Street.)

Grade.	Name and Residence.	Salary.	Began Service
III.	Leslie Dana, Principal, 7 E. Haverhill St...	\$800	1876
II.	Florence D. Hall, 100 Saunders St.....	750	1884
I.	Ada L. Riordan, 187 Newbury St.....	750	1896
II.-I.	Margaret E. Loftus, 114 E. Haverhill St....	750	1893
Asst.	Annie F. Driscoll, 80 Kingston St.....	550	1909
Asst.	Katherine M. Sullivan, 155 Saratoga St....	550	1909
Asst.	Alice Eastham, 13 Whitman St.....	500	1910
Asst.	May I. Bresnahan, 3 Perry Ave.....	500	1911

## AMESBURY STREET SCHOOL.

Amesbury Street (Corner Lowell Street.)

Grade.	Name and Residence.	Salary.	Began Service
II.	Mary E. Leary, Principal, 203 Haverhill St..	\$800	1888
II.	Mary G. Brogan, 20 Avon St.....	750	1897
I.	Katherine A. Twomey, 180 Park St.....	750	1903
I.	Alicia T. Quealy, 379 Haverhill St.....	750	1905
Asst.	Mary Maloney, 53 Holly St.....	550	1909
Asst.	Bessie Knapton, 24 Yale St.....	550	1909
Asst.	Mona Shea, 35 Bevel St.....	500	1910
Asst.	Sabina P. Collins, 36 Chase St., Methuen....	450	1911
Asst.	Annie C. Dugan, 7 Jackson Ter.....	450	1912

## HAMPSHIRE STREET SCHOOL.

Junction of Hampshire and Pine Streets.

Grade.	Name and Residence.	Salary.	Began Service
V.	Emma F. Hutchinson, Principal, 126 Franklin	\$800	1881
IV.	Josephine L. Chase, 13 Morton St.....	750	1882
III.	Anna C. Lane, 91 Bennington St.....	750	1895
III.	Helen G. Kennedy, 23 Wilmot St.....	750	1896
Asst.	Nettie Murray, 334 Ames St.....	750	1905

## CROSS STREET SCHOOL.

Between Franklin and Cross Streets.

Grade.	Name and Residence.	Salary.	Began Service
V.	Margaret S. Brown, Principal, 235 Jackson St	\$800	1899
IV.	Mattie M. Hatch, 19 Wyman St.....	750	1892
IV.	Ellen G. Dunn, 83 Cross St.....	750	1894
V.	K. Agnes Donovan, 50 Bradford St.....	700	1902
Asst.	Mary P. O'Sullivan, 352 Hampshire St.....	500	1911

## FRANKLIN SCHOOL.

Franklin Street (Corner of Lowell Street.)

Grade.	Name and Residence.	Salary.	Began Service
III.	Caroline G. Donovan, Principal, 56 Bradford	\$800	1894
II.	Edith M. Messer, 175 East St.....	750	1887
I.	Mary E. Clifford, 355 Haverhill St.....	750	1905
Asst.	Eva O'Sullivan, 29 Tremont St.....	550	1909
Asst.	Frances T. Finegan, North Andover.....	500	1910
Asst.	Elizabeth A. Moss, 81 Arlington.....	500	1910
Asst.	Helen M. Jeffrey, 42 Holly St.....	450	1911

## ESSEX SCHOOL.

Grade.	Name and Residence.	Salary.	Began Service
	Annie M. Kennedy, 343 Ames St.....	\$900	1900
III.	Florence E. Griffin, 340 Haverhill St.....	750	1878
IV.	Daisy E. Stevens, 16 Lowell Terrace.....	750	1902
IV.	Lillian Holtham, 67 Bodwell St.....	750	1903
IV.	Emma F. Churchill, 11 Cedar St.....	750	1904
III.	Mary G. McCabe, 18 Byron Ave.....	750	1905
IV.	Bertha E. Holtham, 67 Bodwell St.....	750	1905
III.	I. Mae Magoon, 26 Butler St.....	750	1903
II.	Maude Gorman, 6 Royal St.....	750	1903

## WARREN STREET SCHOOL.

Warren Street (Near Essex Street.)

Grade.	Name and Residence.	Salary.	Began Service
I-II.	Lydia H. Mahoney, 165 Margin St.....	750	1901
I.	Cora A. Miles.....	750	1902

## LOWELL STREET SCHOOL.

Warren Street (Corner Lowell Street.)

Grade.	Name and Residence.	Salary.	Began Service
II.	Mary A. Dame, Principal, 614 Haverhill St..	\$800	1873
II.	Anna S. Lane, 121 Butler St.....	750	1880
I.	Anna J. Murray, 39 Warren St.....	750	1895
IV.	Mary L. Singleton, 92 Jackson St.....	650	1910

## RIVERSIDE SCHOOL.

School Street (Corner Doyle Street.)

Grade.	Name and Residence.	Salary.	Began Service
II.	Florence Smith, Principal, 555 Haverhill St..	\$800	1885
II.	Grace E. Kingston, 58 Bellevue St.....	750	1894
I.	Ellen L. McCartin, 50 Warren St.....	750	1901
I.	Elsie R. Houston, 216 Broadway.....	750	1901

## WASHINGTON SCHOOL.

Manchester Street (Corner Washington Street.)

Grade.	Name and Residence.	Salary.	Began Service
III.	Elizabeth F. Devlin, Principal, 106 Auburn St	\$825	1886
II.	Lizzie M. Crabtree, 97 Greenwood St.....	750	1892
I.	Mabel J. Cheney, North Andover.....	750	1894
II.	Sara A. White, 48 Holly St.....	750	1897
III.	Elizabeth S. McGregor, 98 Berkeley St.....	750	1899
I.	Alice V. Fitzgerald, 213 Carleton St.....	750	1900
Asst.	Josephine E. Lawlor, 100 Bennington St....	750	1905

## OAK STREET SCHOOL.

Oak Street (Rear of Oliver School.)

Grade.	Name and Residence.	Salary.	Began Service
III.	Anna F. Churchill, Principal, 125 Berkeley St	\$825	1902
II.	Alice T. Keefe, North Andover.....	750	1900
I.	Rachael H. Stannard, 120 E. Haverhill St....	750	1901
II-III.	Agnes E. English, 53 Holly St.....	750	1903
II.	Elizabeth Lawlor, 100 Bennington St.....	750	1903
III.	Marie McDonnell, 83 Lexington St.....	700	1906
I.	Margaret G. Mahoney, 49 Avon St.....	700	1906
I.	Mary G. Griffin, 19 Durant St.....	600	1909
I.	Lesley L. Willan, 102 Greenwood St.....	550	1909
Asst.	Jemima Prescott, 690 Haverhill St.....	500	1910
Asst.	Katherine E. Sidley, 93 Bodwell St.....	500	1910
Asst.	Annie Koschitzky, 38 Abbott St.....	500	1911
Asst.	Helen Murphy, 102 Auburn St.....	500	1911
Asst.	Alice G. Weiss, 111 Howard St.....	450	1911
Asst.	Abbie G. Bateman, 25 Newton St.....	450	1911
Asst.	Isabel Weldon, 20 Berkeley St.....	450	1911

## SPECIAL SCHOOL FOR NON-ENGLISH SPEAKING PUPILS.

Oak Street.

Grade.	Name and Residence.	Salary.	Began Service
	Anna A. Murphy, Principal, 89 Bromfield St..	\$800	1905
	Gertrude V. O'Sullivan, 164 Salem St.....	600	1908
	Mary G. Ferrin, 30 Kendall St.....	600	1908
	Louise A. Bishop, 60 Phillips St.....	550	1908
	Grace M. Coveney, 411 Andover St.....	550	1909
	Annie M. Waters, 121 South Union St.....	450	1911
	Helen M. Reed, 260 Haverhill St.....	450	1911

## DIRECTORS OF MUSIC.

Name and Address.	Salary.	Began Service
W. W. Keays, Melrose.....	\$650	1875
Aloyse Mahoney, 182 Hampshire St.....	800	1910
Margaret M. Morrissey, 114 Summer St.....	600	1912

## DIRECTORS OF DRAWING.

Name and Address.	Salary.	Began Service
A. W. Scribner, 10 Pearl St.....	\$1,900	1891
Annie T. McCarthy, Broadway Chambers.....	1,100	1902
Mary E. Looney, 21 Belmont St.....	700	1910

## ASSISTANT SUPERINTENDENT

Name and Address.	Salary.	Began Service
Lelia M. Lamprey, 16 Quincy St.....	\$1,900	1883

## TEACHERS OF SEWING.

Name and Address.	Salary.	Began Service
Etta S. Newton, 41 Vine St.....	\$750	1886
Gertrude M. Joyce, 34 Berkeley St.....	750	1886
Eleanor E. Quealy, 379 Haverhill St.....	750	1901
Mary Doyle, 32 Willow St.....	650	1907
Grace E. Holden, 61 Cambridge St.....	550	1908

*EVENING SCHOOL TEACHERS.*HECTOR L. BELISLE, *Supervisor.***HIGH SCHOOL.**

DENNIS E. CALLAHAN, Principal.

Mary Bailey	Gertrude Maguire
Emily Brooks	Helen G. Mank
Julia N. Collins	Arthur P. McCormick
Henry F. Collins	Maurice A. McLaughlin
Grace L. Conlin	Josephine McQuade
John F. Curtin	Rosa Moeckel
John J. Deacy	Anna T. Mulholland
John I. Donovan	John P. Mulholland
Laura G. Farnham	Mabel Mullen
Michael A. Flanagan	Daniel A. Norton
James A. Gavin	Margarettta O'Sullivan
Charles Hanrahan	Edward S. Riley
Mary Herlihy	M. Ida Ryan
John J. Higgins	C. F. Sullivan
William J. Hughes	Ellen C. Tobin
Jean U. Jeffrey	John C. Twomey
Margaret Logan	Nellie S. Winchester

*Drawing.*

A. W. Scribner.

A. L. Fulkerson.

Henry Rogers.

**OLIVER SCHOOL.**

JOHN C. SANBORN, Principal.

HUGH McCONNER, Assistant Principal.

WILLIAM J. DELANEY, Assistant Principal.

GEORGE McLANE, Assistant Principal.

Arthur Auger	Valeda E. Marier
Gertrude E. Ball	Elsie A. Marsden
Z. A. Berthiaume	Frances C. McCarthy
Grace E. Calnan	Marie McDonnell
Sabina P. Collins	Josephine McDowell
Margaret Connor	Evangeline McNulty
Ethel Curtin	Mary A. McSweeney
Elizabeth H. Elliott	Eva J. Morache
Elizabeth A. Delaney	Mary J. Moriarty
William J. Delaney	Anna A. Murphy
Agnes Donovan	Mary G. O'Brien
Annie C. Dugan	Louise M. O'Connell

Elizabeth H. Elliott	Marguerite O'Donnell
Ethel Farrington	Alice L. O'Leary
Mary G. Ferrin	Angelo Perez
Margaret L. Finegan	Helen M. Reed
Maude G. Fletcher	Katherine A. Regan
Agnes L. Ford	Elizabeth A. Reid
Anna A. Gens	Mary E. G. Riley
Gertrude Hanrahan	Emily M. Sawyer
Grace M. Hanrahan	Mona Shea
Elizabeth Hartwig	Annie S. Sheehy
Lillian B. Haverty	Frances R. Shinnick
Helen M. Jeffrey	Mary Sirois
Cecelia R. Kennedy	Frances M. Sullivan
May Lawlor	Alice S. Todd
Mary Linehan	Katherine A. Twomey
Florence Logan	Mary A. Twomey
Katherine Lonergan	Annie M. Waters
Gertrude M. Mahoney	Alice G. Weiss
Katharyne Mahoney	Isabel M. Weldon

## ESSEX SCHOOL.

ELIZABETH C. MILES, Assistant-in-Charge.

Cora A. Miles      Elizabeth Hendry      Evelyn P. Hutchings

## PACKARD SCHOOL.

*John J. Donovan* LUKE J. DEVANEY, Principal.

T. H. Vincent.      Frances Donovan.      Abbie G. Bateman.

## TRUANT OFFICERS.

James R. McGowan, 14 Berkeley St.

Edwin J. Cate, 142 Howard St.

Michael Sullivan, 28 Buswell St.

## CLERKS.

Ida Ryan, 3 Concord St.

Marie C. Kenney, 48 Holly St.

## CLERK IN THE OFFICE OF THE HIGH SCHOOL.

Margaret G. Buckley, 116 Cross.

## SCHOOL JANITORS—DECEMBER, 1912.

School.	Name.	Residence.
High and Manual Training.	Andrew Dunn	21 Buswell St.
Amesbury St.	Patrick Fitzpatrick	38 Trenton St.
Arlington	Michael McCarthy	55 Osgood St.
Breen	Martin Redmond	139 Franklin St.
Bruce	Michael J. Hayes	156 Walnut St.
Cross St.	William J. Danahy	129 Boxford St.
Essex	William S. Ford	38 Olive Ave.
Franklin	Michael J. Haggerty	40 Cedar St.
Hampshire St.	Michael P. Higgins	9 Merrimack V'w.
Harrington	John W. Carroll	40 Cedar St.
Hood	John Dolan	16 Berkeley St.
Lowell St.	William Butler	290 Jackson St.
Newbury St.	John W. Carroll	208 Bruce St.
Oak St.	Martin Redmond	32 Warren St.
Oliver	Michael J. Clark	290 Jackson St.
Packard	Albert I. Alexander	139 Franklin St.
Park St.	Michael P. Higgins	82 Haverhill St.
Prospect St.	Martin Egan	30 Farnham St.
Riverside	R. G. Newton	16 Berkeley St.
Rollins	Waldo H. Lesure	6 Lexington St.
Saunders	M. F. Donovan	9 Merrimack V'w.
Special	Richard Walsh	5 Home St.
Storrow	Patrick Moran	446 Andover.
Tarbox	William A. Summers	211 Elm St.
Union St.	Thomas J. McLaughlin	125 Essex St.
Walton	Patrick Moran	570 Haverhill St.
Warren St.	William Butler	52 Cambridge St.
Washington	Michael J. Hayes	125 Essex St.
Wetherbee	Daniel J. Donovan	32 Warren St.
		56 Walnut St.
		274 Salem St.

## SCHOOL CALENDAR.

1912-1913.

School year commences on the Wednesday following Labor Day.

Length of school year, forty weeks.

## Vacations

From December 20 to December 30.

From February 21 to March 3.

From April 25 to May 5.

## Length of Sessions

In Elementary Schools

From 8:30 A. M. to 11:15 A. M.

From 1:45 P. M. to 3:45 P. M.

In the High School

From 8:15 A. M. to 1:00 P. M.

Holidays.

New Year's Day, Washington's Birthday, Good Friday, Patriot's Day, Memorial Day, Columbus Day, Thanksgiving Day and the Friday following.

Evening Schools.

Term begins the first Monday in October.

Length of Term.

Elementary Schools, twenty weeks.

Three evenings each week.

High School, and

High School Preparatory, twenty-four weeks.

Three evenings each week.

## SCHOOL COMMITTEE FOR 1913

HON. MICHAEL A. SCANLON, MAYOR, *Chairman ex-officio.*  
CLINTON O. ANDREWS. *Vice-Chairman.*  
BERNARD M. SHERIDAN, *Secretary of the Board.*

### MEMBERS

	Term Exp.
HON. MICHAEL A. SCANLON, 50 Hillside Ave.	Dec. 1913
CLINTON O. ANDREWS, 5 Kendrick St.	Dec. 1913
DANIEL A. ARUNDEL, 6 Winthrop Ave.	Dec. 1914
AUGUSTINE X. DOOLEY, 144 Jackson St.	Dec. 1913
DR. MICHAEL A. LANDERS, 15 Walnut St.	Dec. 1914

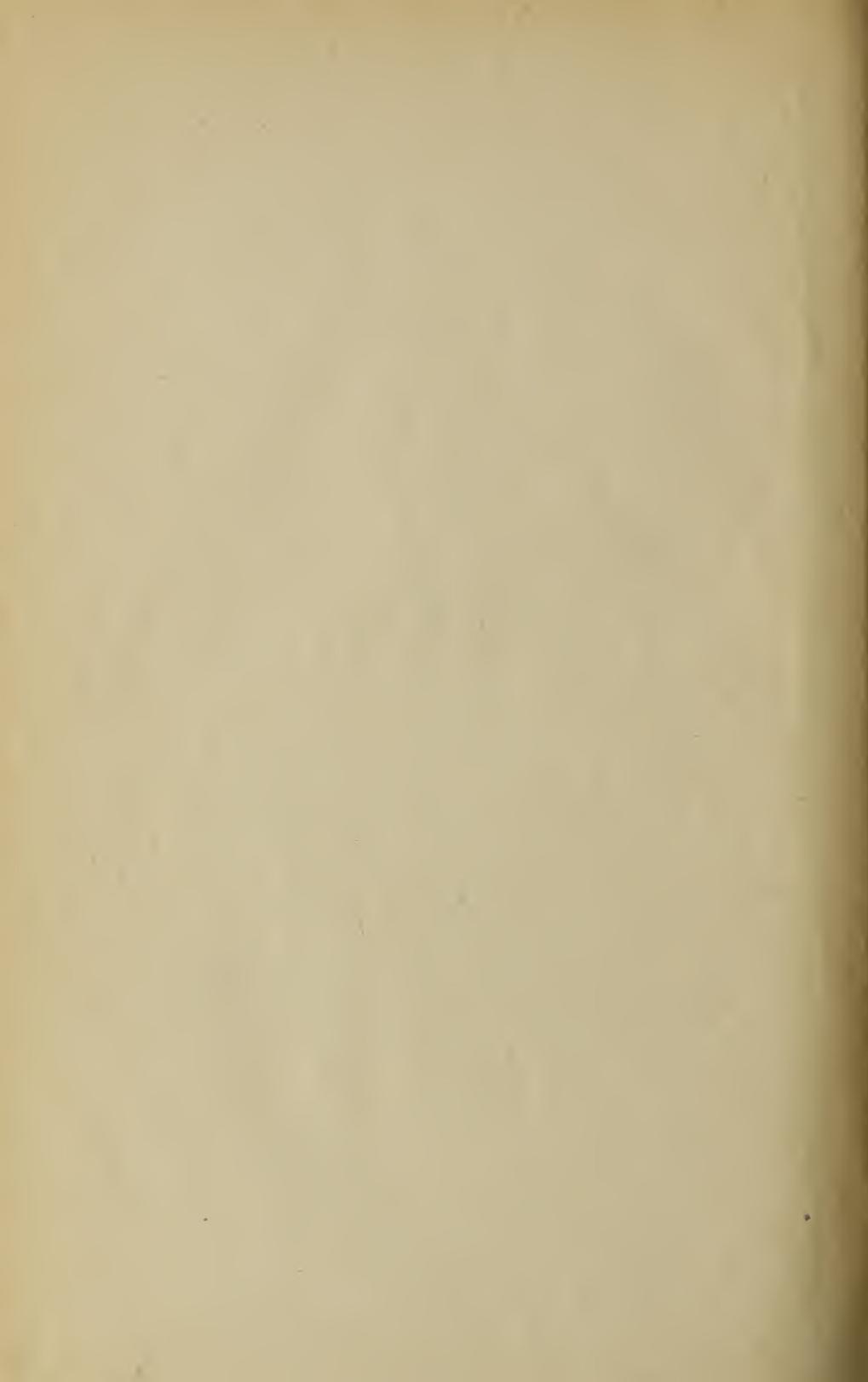




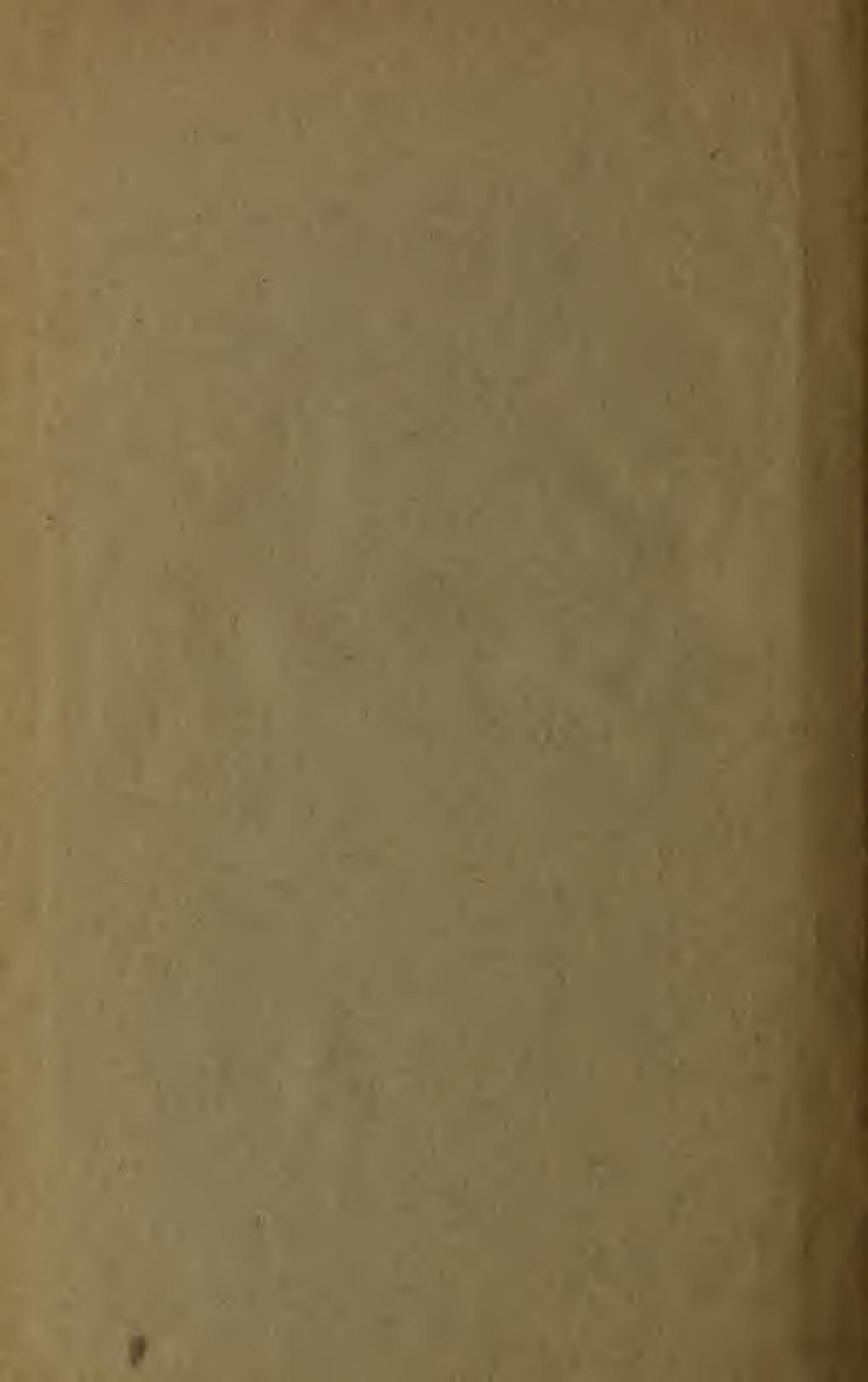


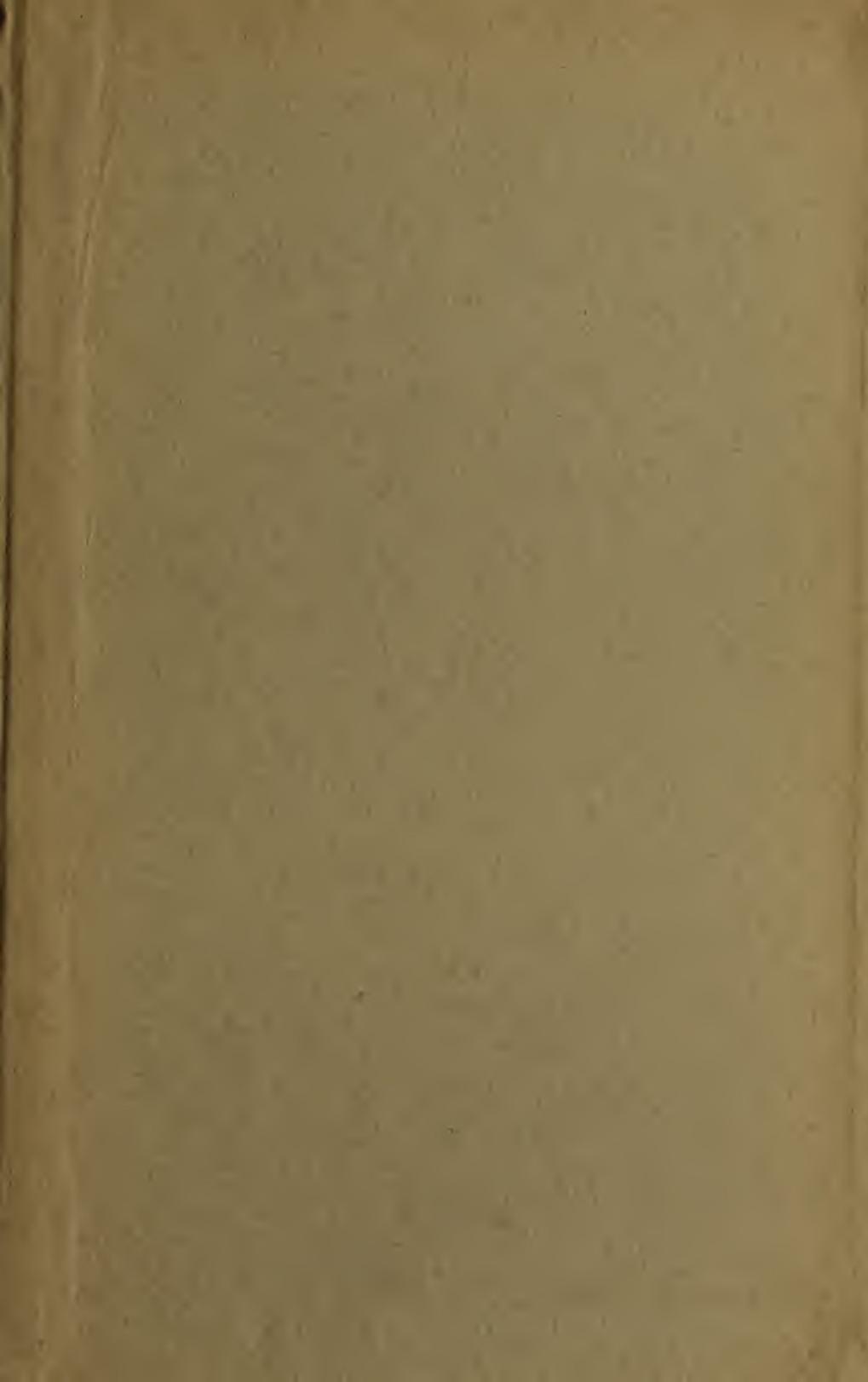












LAWRENCE PUBLIC LIBRARY



3 1549 00388 931 7